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ABSTRACT

This workbook is designed for administrators with project responsibilities that are to be evaluated. The purpose is to help the administrator understand the factors that can affect evaluation use and organize for the evaluation to maximize the potential use of the information the evaluation produces. Four phases of organizing an evaluation to maximize its potential for use are discussed: (1) delineating the context factors that provide the evaluation framework, (2) identifying and organizing the participants, (3) operationalizing the interactive process, and (4) communicating the findings to users. Sample worksheets are included for the four phases. (PN)

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EVALUATION PRODUCTIVITY PROJECT

Organizing for Evaluation Use: A Workbook for Administrators

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Project Director

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CENTER FOR THE STUDY OF EVALUATION
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Organizing for Evaluation Use:
A Workbook for Administrators

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ORGANIZING FOR EVALUATION USE: A WORKBOOK FOR ADMINISTRATORS

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I. INTRODUCTION

CHAPTER I

INTRODUCTION

Congratulations! We understand that a project for which you have administrative responsibility is going to be evaluated. We know that you will want to make the most of this opportunity to see that the program functions as well as possible. Perhaps you've already worked with an evaluator but want to make sure that this time you get some mileage from the evaluation findings, this time the evaluation amounts to something more than a report gathering dust on the shelf, this time the evaluation is used for practical purposes. Or perhaps this is your first experience with evaluation?

Either way, this workbook is designed for you. It will acquaint (or reacquaint) you with the nature of evaluation and focus your efforts so that you can actively direct and participate in the unfolding process. You will not learn here specific techniques for performing the evaluation - - but, of course, you don't need to know those details. Instead, our purpose is to help you organize for the evaluation so you can maximize the potential use of the information it produces. We believe that well-conceived and well-organized evaluations can lead to purposeful, planned action and that you, as administrator, are in the best position to make sure that evaluation use happens.

You Can Make A Difference!

Time and time again, research has shown that it is the presence of a person in a position of authority who takes a personal interest in the evaluation that makes the difference in whether or not results of the evaluation are actually put to use. In our view, you are that person.

"But," you may say, "I am only one person. How can I make a difference? After all, the project being evaluated is only one of my many responsibilties." Don't worry, we're not implying that you have to do everything yourself! This workbook will show you how to structure the evaluation process so that other people can be involved to best advantage. Increasing the participation of the people most directly concerned with a project's evaluation increases the likelihood that the information produced by the evaluation will ultimately be used.

Let's stop for a moment and consider who is meant by "the people most directly concerned with a project's evaluation." When you look at the overall structure of your project, who are the people who make it work? Perhaps there is a designated project director. Perhaps there are senior or other staff members with specific project responsibilities. Perhaps there is even a community advisory board or some other citizens' group with an active stake or interest in the project's services. All of these people have a professional and/or personal interest in the information produced by the evaluation - - and all of them are potential users of that information.

What Is Evaluation Use?

Since we've referred several times to the concept of "evaluation use," a clear definition of the term is called for. By "evaluation use" we mean the purposeful, planned action that results from applying evaluation information to the problem, question, or concern at hand. Let's illustrate this concept with some examples.

Imagine that you are the director of a districtwide bilingual education project. Your project takes a native-language-first approach to the teaching of reading; that is, children in elementary grades are taught to read in their native language (Spanish) before they are taught to read in English. You have some question about the effectiveness of this approach, so you ask the evaluator to gather specific data on this evaluation question. When the data becomes available, you call a meeting of project staff to discuss the findings. At this meeting, you and the staff reach a decision about whether to continue with the native-language-first approach or to change to an English-language-first approach. In this way, the evaluation has been "used"; that is, a purposeful action has resulted from the application of evaluation information to the question of concern.

Let's take another example. Suppose that you are a corporation vice-president in charge of sales operations. One of your regional divisions has maintained a consistently outstanding sales record. You want to know what strategies contribute to the success of this division, and whether you should institute training workshops to introduce these successful strategies to the sales personnel of other regions. So you ask the evaluator to look at the regional division with an eye to identifying the characteristics that make it successful. After studying the data on this point that emerges from the evaluation, you conclude that the region's success is attributable to a unique combination of personalities and contexts that is not transferable to other regions. So you decide not to institute the proposed training sessions. Once again, evaluation has been "used"; that is, a purposeful action has resulted from the application of evaluation information to the question of concern.

Notice that both of the uses of evaluation just described can be called "action uses". "Action" is one type of possible evaluation use. It is the most obvious type of evaluation use to identify since it usually involves a specific decision or project modification. But there can also be another type of evaluation use.

The second major type of evaluation use is often called "conceptual use". To illustrate it, let's return to our examples. Once again, put yourself in the place of the bilingual project administrator. You've been under fire from some of your English-language teachers as well as from some community members who don't believe that the native-language-first approach is appropriate. So you ask the evaluator to collect information on whether the native-language-first approach hinders or promotes student progress. Then you present this information at one of the meetings of the community advisory council so that the members can, in turn, communicate the dialogue to the larger parent community.

In this instance, neither a specific decision nor a clear-cut action resulted from the use of the evaluation information. What did result, however, was an attempt to increase understanding, change attitude or modify beliefs. This is close to a definition of "conceptual use": the intentional influencing or modifying of an individual's or a group's understanding of, attitudes toward, or beliefs about something.

Let's look again at the corporation example. Remember that you are the vice-president for sales operations. Suppose that morale is low in some sales regions because the successful region so consistently outperforms them. The sales personnel in these regions have poor attitudes and diminished self-confidence. So you ask the evaluator to provide information on what makes the first region so successful. The evaluation indicates that the factors responsible for success are idiosyncratic to the region and would be impossible to duplicate. You pass this information on to the sales staff, emphasizing that comparisons between the successful region and other regions are pointless. You intend that the information will build the self-confidence of demoralized staff members so that they will renew their sales efforts on the basis of increased belief in their own potential effectiveness. In this instance, then, what resulted from the application of evaluation information was not a specific action but rather an increase in understanding and a consequent change (for the better, one hopes) in attitudes and beliefs. Any such change should ultimately result in increases in the sales efforts of the personnel from the other regions.

As you can see, identifying instances of conceptual use is more difficult than identifying instances of action use. To make it easier, you should look at the personal interactions and information exchanges that take place during the course of an evaluation, both between yourself and the evaluator, and between the evaluator and the other people who are potential users of evaluation information. When these interactions and exchanges result in attitude changes, you are probably seeing conceptual use of the evaluation.

> RECAP: Let's recap our discussion to this point. So far, we've said that you, in concert with your evaluator, are the person most likely to succeed in making evaluation use happen. We've identified other potential users of evaluation information: namely, program staff and

concerned individuals outside the organization (e.g., board members). And finally, we've defined two major types of evaluation use - action and conceptual - toward which you can be aiming as you consider the most important topic of all - - what you can do to make use happen.

What Can You Do?

Early on in the discussion, we said that we'd indicate how you can structure the evaluation process to best advantage. Well, we've now come to that point. There are two imperatives here: you must (1) understand the factors that can affect evaluation use; and (2) organize to maximize the (positive) effect of these factors. Let's take each point in turn.

- Understand important factors

The key to understanding your role in structuring the evaluation process is understanding the multiplicity of factors which can affect evaluation use. What do we mean by "factor"? In this context, a factor is any characteristic or element present in a given situation which can affect the outcome of that situation.

Let's illustrate by looking at one set of factors. You, the administrator, are a living human being. You come to the evaluation equipped with certain attitudes, beliefs, and other personal characteristics, each of which can affect your dealings with the evaluator and with other potential users, as well as the use you make of evaluation information. All the other potential users come equipped with their own characteristics and beliefs, which in turn can affect their dealings with you and the evaluator and their use of evaluation information.

For the sake of simplicity, all factors can be grouped into three major categories: human factors, context factors, and evaluation factors. To simplify further your task of dealing with these factors, this workbook focuses only on these factors which research shows to be most closely related to the use of evaluation information.

By human factors, we mean the characteristics and beliefs of the people associated with the project being evaluated, including the evaluator. The term also refers to the manner of the interaction between evaluator and potential users. Some examples of these factors are people's attitudes toward the evaluator and toward the project, the professional backgrounds of project staff, and the evaluator's rapport with potential users.

The term context factors refers to elements or components of the situational backdrop against which the evaluation process unfolds. Examples of context factors are fiscal or other constraints on the evaluation, the social and political climate surrounding the project being evaluated, and the degree of autonomy which the project enjoys.

Finally, the term evaluation factors refers to specific elements of the evaluation procedure itself. Included here are such factors as the kinds of evaluative information collected, the relevance of the information to potential users, and the quality of the interactions between the evaluator and other interested parties.

- Organize to maximize factor effect

As mentioned earlier, all three categories of factors can affect evaluation use. Now let's talk for a moment about your relationship to these factors. As an administrator, you can have a certain amount of influence over how these factors affect the process and outcome of evaluation, though just how much varies, depending on the factor and the specific situation.

To illustrate, let's consider the factor that we've termed "people's attitudes toward the evaluator". A negative attitude will probably mean less chance of evaluation use; a positive attitude, more. What can you do to influence how people perceive the evaluator? You can probably come up with several suggestions: Perhaps you're thinking that you can formally introduce the evaluator to the potential users before the evaluation actually starts; or you can accompany the evaluator on his/her initial site visit and make informal introductions at that time; or you can give all potential users a written resume of the evaluator's previous accomplishments, at the same time indicating your approval of the evaluator's qualifications for the particular job he/she will be performing for your project. These are just three ways in which you can have influence over this factor, and we've barely scratched the surface of possible strategies you could use.

Of course, certain factors are more amenable to your attempts at influence than others. For example, if the outside agency funding your project imposes certain evaluation requirements, you probably can't do much to change them. But even though your influence on some factors may be limited, it is important that you consider carefully your relationship to each factor, to make sure that you have exhausted all reasonable possibilities of influence before moving on.

Speaking of moving on, we think you are now ready to get down to some specifics about your own project evaluation. Remember, the discussion will emphasize what you can do to increase the likelihood that the evaluation information is used. Throughout the discussion, you should keep firmly in mind the purposes of your project, staff responsibilities, participant activities, and the range of potential users of the evaluation information to be produced.

You will find a set of sample worksheets at the beginning of each of the four remaining chapters. We suggest that you proceed directly to the text of each chapter rather than stopping to read through the worksheets first. The text will take you back, step by step, through each of the worksheets in due course.

Before you turn to Chapter II, let us give you a brief overview of how the rest of this workbook is organized. As we see it, the task of the administrator -- in organizing an evaluation to maximize its potential for use -- falls into four phases: setting the stage (Chapter II); identifying and organizing the participants (Chapter III); operationalizing the interactive process (Chapter IV); and adding the finishing touches (Chapter V). Moreover, each of these phases is associated with a particular factor cluster; that is, a set of factors that must be attended to if the evaluation is to realize its potential for use. The four phases, and the factor clusters associated with each, are presented diagramatically in Figure 1.

(Insert Figure 1 Here)

We will be considering each of these factor clusters in turn.

Please turn to Chapter II and let's get started.

II. SETTING THE STAGE: FACTOR CLUSTER A

Factor Pattern For Evaluation Use

A. Setting the Stage

- Pre-existing evaluation bounds
- User identity
- Program characteristics
- Intra-organizational features
- External features

↓
↓

B. Identifying/Organizing the Participants

- User interest in evaluation
- User commitment to use
- Evaluator characteristics
    - background/identity
    - commitment to use
    - willingness to involve user in evaluation
    - choice of role
    - political sensitivity
    - credibility
- Evaluation procedures—plan
- User professional style(s)

↓
↓

C. Operationalizing the Interactive Process

- Evaluation procedures—execution
- Substance of evaluation information
- Evaluator commitment to use
- Information dialogue—formative
- User information processing preferences

↓
↓

D. Adding the Finishing Touches

- Evaluation reporting
- Evaluator characteristics (selected)
- Information dialogue—summative
- User commitment to use

↓↓

Organizing For Evaluation Use

Worksheet A1

Evaluation Topic:

Factor Cluster A:

Pre-existing evaluation bounds
User identity
Program characteristics
Intra-organizational features
External features

→→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-1. Pre-existing evaluation bounds (written requirements; other contractual obligations; fiscal constraints)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet A2

Evaluation Topic:

Factor Cluster A:

Pre-existing evaluation bounds
User identity
Program characteristics
Intra-organizational features
External features

→→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-2. User identity (range; organizational positions; professional experience levels)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet A3

Evaluation Topic:

Factor Cluster A:

Pre-existing evaluation bounds
User identity
Program characteristics
Intra-organizational features
External features

→→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-3. Program characteristics (age; maturity; innovativeness; overlap with other programs)	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

Organizing For Evaluation Use

Worksheet A4

Evaluation Topic:

Factor Cluster A:

Pre-existing evaluation bounds
User identity
Program characteristics → → → → → → → → → → → → →
Intra-organizational features
External features

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-4. Intraorganizational features (central/district office roles & relationships; institutional arrangements & autonomy; other likely kinds of information; perceived institutional & financial risk)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet A5

Evaluation Topic:

Factor Cluster A:

Pre-existing evaluation bounds
User identity
Program characteristics
Intra-organizational features
External features

→→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-5. External features (community climate & influence; role of other agencies)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

CHAPTER II

SETTING THE STAGE: FACTOR CLUSTER A

Worksheets A1-5 are the first of four groups of worksheets we will be filling out together. Let's begin by looking at the first worksheet in the Factor Cluster A group (Worksheet A1), which you'll find at the very beginning of this chapter.

Take a look at the first line of the worksheet, labeled "Evaluation Topic." What we want you to do here is to identify the major focus for the evaluation: that is, the major question or concern about your project that you want the evaluation to respond to. Once you've identified the appropriate topic, please write it out on the line provided.

Here are some sample evaluation topics for you to look at in case you are having trouble phrasing your own:

Sample Evaluation Topics

Is the native-language-first approach to bilingual instruction in reading effective?

What training should be provided to regional sales staff?

Shall we keep the present Social Studies curriculum or change it?

How can we improve the quality of the examinations in our nursing education program?

Now that you've written out an evaluation topic, you're on your way to structuring the prospective evaluation to enhance use. (And you thought this would be difficult, didn't you?)

Underneath the line where you've written your evaluation topic, you'll notice there is a diagram labeled "Factor Cluster A". Remember we said earlier that this workbook would cover only those factors which research has shown to be most influential in affecting evaluation use. Factor Cluster A represents one specific grouping of these influential factors.

"But why", you may ask, "are these particular factors grouped together?" The reason is that each of the four specific clusters represents what might be considered a distinct phase in the evaluation process. Factor Cluster A, which we've termed "setting the stage", comprises those factors which are generally regarded as "givens" of the particular setting within which the evaluation will take place. Although these factors are to some extent fixed, you - as organizer of the evaluation - may nevertheless be able to influence them in such a way as to promote use. More on the idea of influence later. For now, we suggest that this first group is the most logical and most effective starting point by drawing an arrow at the other end of the Factor Cluster diagram (⟶). Once we have finished our work with Factor Cluster A, this arrow will guide us on to the next Factor Cluster.

But of course we are not nearly finished with Factor Cluster A yet - - we've just begun. Let's look at the individual factors that make up this factor cluster. There are five factors listed:

Pre-existing evaluation bounds
User identity
Program characteristics
Intra-organizational features
External features

These five factors are separated from one another by solid black lines, so that we may consider each of them individually.

Underneath the factor cluster chart we've provided a reminder phrase to jog your memory about your own project's characteristics as you fill out the worksheet.

> With respect to my own program and to the above evaluation topic, I need to keep the following in mind:

Underneath the reminder phrase are three major headings:

FACTOR AFFECTING USE	RELEVANT INFORMATION	THINGS I CAN DO TO INFLUENCE USE

We have already filled in the information in the first column. In each of the other columns, you will be filling in your own information relative to the project being evaluated. Let's consider now what each of the column headings represents.

FACTOR AFFECTING USE

"Factor Affecting Use" refers to each of the individual factors that make up the factor cluster. Factor Cluster A includes five such factors, each of which has been given its own workbook page. Thus, on the page you should now be looking at, under the column heading "Factor Affecting Use" you will see printed "A1. Pre-existing evaluation bounds". This is the first factor we will examine in detail.

Underneath the factor heading itself, we have listed those individual elements which together make up that factor. Earlier in our discussion, we defined "factor" as "any characteristic or element present in a given situation which can affect the outcome of that situation". Now we would like to spell out for you exactly what those characteristics or elements are. In the case of the factor "Pre-existing evaluation bounds", those characteristics/elements are: written requirements, other contractual obligations, and fiscal constraints. Let's define these terms.

The term written requirements refers to any legal or contractual obligations that the evaluation is required to fulfill. Examples of such obligations are legal codes, federal/state requirements, institutional operating policies, specific procedural requirements of the unit being evaluated, and requirements specified by an RFP. These written requirements bind you to producing the specified information, regardless of whatever other information you need or want the evaluation to produce in addition.

Let's look at a specific example of written requirements in operation. Put yourself once again in the position of the bilingual project director. Your project is funded by an agency of the federal government, the Office of Bilingual Education and Minority Languages Affairs. This external agency requires that all evaluations of bilingual projects produce data on student achievement in specified grades. Therefore, in order to satisfy the requirements of the funding agency, you and your evaluator must produce the requested information in order to fulfill his/her contract.

Again, let's play the role of the bilingual project director. In addition to satisfying the requirements of the federal funding agency, you want the evaluator to prepare a special report that you can present to the School Board, a report tailored specifically to their concerns about the project. You may want to put this requirement in writing so that the evaluator will be contractually bound to produce the report for you.

The third element of the factor "Pre-existing evaluation bounds" is termed fiscal constraints. This term refers to the restrictions on the evaluation imposed by budgetary considerations. In the real world, no evaluation can do everything we would like it to do; there is simply not enough money. No one has unlimited resources to expend on a single evaluation for a single project. Given these fiscal limitations, you will need to make choices as you set up your evaluation requirements.

RELEVANT INFORMATION

Now let's apply what we've been discussing to the evaluation topic you've written at the top of the worksheet. The second column is headed "RELEVANT INFORMATION". Think about your specific evaluation topic and your specific project. Then think about what you are required to produce for your own needs; and about how much money is available for the evaluation.

After you've thought these questions through and arrived at some answers, take your pen or pencil and summarize these answers in column 2 of Worksheet A1. To help you organize your thoughts, we've provided a numbered list in the blank column. Use as many numbers as you need to write down all the relevant information. You will note that from now on, throughout the rest of the workbook, we have provided completed worksheets to serve as samples. For purposes of illustration, we have taken the hypothetical case of a school board faced with a decision about a Social Studies curriculum. The evaluation topic is phrased as follows: "Shall we keep the present Social Studies curriculum or change it?" The evaluation is intended to answer this question. This topic provides continuity for our sample worksheets, just as your own evaluation topic provides the context for your efforts at filling in the blank worksheets in each chapter of this workbook. If you're having trouble getting started, you should refer to the completed sample worksheet below (Figure 2).

(Insert Figure 2 here)

THINGS I CAN DO TO INFLUENCE USE

Now that you've filled in the second column, let's turn to the third column, headed "THINGS I CAN DO TO INFLUENCE USE". For this column, think of any actions that you can perform, any steps that you can take, that will influence a particular factor in such a way as to facilitate use. The intent is to clarify, explicate, or modify the factor - - in short, to "keep" the factor in order to enhance its potential positive effect or to reduce its potential negative effect on use.

Here are some questions to ask yourself:

What can I do to make sure that the evaluator clearly understands the written specifications?

What can I do to keep the evaluation on track so that deadlines will be met?

Who else can I involve to help assure that the evaluation process goes as scheduled?

Is there any way I can deemphasize certain contractual obligations if they are not highly relevant to the evaluation topic or to the concerns of the potential users?

Is there any way I can use my project staff to provide low-cost or no-cost services so that fiscal constraints will be lessened?

You've probably already considered some possibilities while you were thinking about the relevant information. Remember too that some factors are more amenable to your influence than others. Now, take your pen or pencil and fill in the third column of Worksheet A1. Make sure that you phrase your statements in terms of specific actions; list only things you can do.

If you need help, refer to Figure 3 below - - a completed sample worksheet. (By the way, notice as you are filling out the worksheet that there may or may not be a one-to-one correspondence between an item in the "RELEVANT INFORMATION" column and an item in the "THINGS I CAN DO TO INFLUENCE USE" column).

(insert Figure 3)

You should now have one completely filled-out worksheet. You've already identified several things which you can do toward organizing your evaluation for use. These may seem like small steps, but we've only just begun the process with the first component of the first factor cluster. As we proceed, you will begin to see the interplay among various factors.

Turn now to the next worksheet for Factor Cluster A, labeled "Worksheet A2". This worksheet deals with the second of the five factors in Factor Cluster A, labeled "User identity".

(insert Diagram 1)

Once again, we have preprinted for you the individual elements which together make up the factor "User identity". They are: range, organizational positions, and professional experience levels. Let's define these terms.

By range, we mean the entire spectrum of potential evaluation users. Often an evaluation has many potential or groups of users. As the sample worksheet shows, the evaluation of the social studies curriculum has at least three potential users: yourself, as administrator; the Board of Education; and the Social Studies subcommittee. Let your imagination roam free when envisioning who the potential users may be - - it is better to be overly comprehensive early on than to realize belatedly that you have left out some important group.

By organizational position, we recognize that each of the potential users or groups of users may occupy different niches in the organizational structure. Since the interrelationships among these different organizational positions may affect how you choose to interact with each user, it is important that you recognize these interrelationships. It is also important that you identify early on the key individuals within each potential user group. Those key individuals can assist your efforts to make use happen by serving as enthusiastic and committed role models for the others.

The term professional experience levels means something different. It refers not to the organizational levels of potential users, but rather to their length of service and breadth of experience in their jobs. Knowing how your potential users differ on this characteristic can help you to see that the evaluation information and reporting techniques are properly focused. Again, identifying the key individuals - those with the most influence on the decision making process - within your organization or project is important for guiding the interactions between yourself, the evaluator, and those individuals.

Let's illustrate these concepts. Suppose that you are the vice-president in charge of sales operations. You are trying to decide whether to hold workshops where regional personnel can improve their sales techniques. In thinking about the factor, "User identity", you should be asking questions like the following: Who is most likely to get involved in these workshops either as participants or as presenters? Who else has an interest in the outcomes of the workshops? What positions do these individuals occupy within the company structure? (Should both supervisors and subordinates be invited? Are all supervisors on the same organizational level?) Which of the potential participants hold key positions within the organization? How have these particular individuals worked together in the past? How experienced is each of these individuals in his/her job?

Turning from this general example to your specific evaluation topic, you should now take a few moments to think along the same lines.

Who is a likely user of the evaluation information?
What are these people like?
How and where do they fit in you organization?
How do they interrelate?
How experienced are they?

When you are satisfied that you have answered these questions in your own mind, take your pen or pencil and fill in the column headed "RELEVANT INFORMATION" on Worksheet A2 at the beginning of this chapter. If you need further guidance, refer to the completed sample worksheet below (Figure 4).

(insert Figure 4)

When you are satisfied with your list in column 2, turn to the third column, headed "THINGS I CAN DO TO INFLUENCE USE". Remember that here you want to list specific actions you can take to increase the likelihood that evaluation information will be used. For example, is there anything you can do to target the specific users you most want to reach? Or do you want to do some restructuring of your organization for evaluation because of who the key individuals are that you've identified? Perhaps you should arrange for some meetings between the evaluator and certain of your more (or less) experienced potential users. On the other hand, there may be little you can do to influence this factor. That is,the potential users are "givens" that are not amenable to change or modification in the sense that you see no way to take advantage of their characteristics, positions, interrelationships, or experience so as to promote use. Make sure that you exhaust all reasonable possibilities, however, before you reach this conclusion.

When you are satisfied with your mental examination of these questions, fill in column 3 on the worksheet. You may refer to the completed sample worksheet (Figure 5) if you need more assistance.

(insert Figure 5)

By this point, you are probably becoming aware of both the complexity of these factors and the interrelationships emerging among them. For convenience, we have divided the relevant factors into four general factor clusters, each of which represents a different stage in the evaluation process. In reality, however, these factors can overlap at many points in the process. Indeed, it is often difficult to separate one factor from another as the evaluation progresses. We ask you here to try to keep them separate only so that you can be sure of identifying all the elements operating within your own evaluation situation. In the discussions which follow, we will point out some of these areas of interrelationship and overlap.

(insert Diagram 2)

Now we are ready to examine the third of the five factors in Factor Cluster A: "Project characteristics". Once again, you will find preprinted for you on Worksheet A3 the individual elements which make up this factor. They are: age, maturity, innovativeness, and overlap with other projects. Let's define each of these terms.

By age, we mean simply how long the project has been in existence. A new project has different evaluation needs and questions than one which has been functioning for many years. Maturity refers to the relative permanence of project features; that is, is the project still in a state of development, or have most of its operations been fixed by now?

The innovativeness of the project reflects the degree to which it embodies something new, something creative, something unique, or perhaps something which differs from the unit's usual types of activities.

Overlap with other projects is the extent to which the project is part of a larger effort: e.g., one of several similar projects within a given system. The term can also refer to the nature of the relationship between the project being evaluated and other projects run by the same unit or organization.

These few individual elements have been selected and grouped into one factor in order to suggest that the more closely the evaluation processes and findings are relevant to the needs and the developmental status of your particular project, the greater will be the potential for use.

Turning now from our general discussion of "Project characteristics", let us consider for a moment the project which you have selected for evaluation. Ask yourself the following:

> What is this project really like?
>
> How long has it been in operation?
>
> Are project operations/activities still changing?
>
> Does this project have special features that mark it as unique or as significantly different from other projects for which you are responsible?
>
> How does this project "fit" with other projects in the organization?

When you feel you have sufficiently explored these questions, take your pen or pencil and fill in the column headed "RELEVANT INFORMATION" on Worksheet A3. As usual, we have provided a sample worksheet for your reference (Figure 6.)

(insert Figure 6)

You will see that we have added some notes in this column under the heading "Other Thoughts". This is a way of keeping track of thoughts that occur to you as you reflect on a particular factor, thoughts which may not be relevant to that factor but which nonetheless you don't want to overlook. Make sure that you periodically go back and review these "other thoughts" so that you can include them on the appropriate worksheet.

When you are satisfied that you have written down all relevant information, as well as whatever "stray" information comes to mind that you don't want to forget, then proceed to the third column of Worksheet A3, labeled "THINGS I CAN DO TO INFLUENCE USE". We're sure you remember that this is where you should focus on specific actions you can take to influence the evaluation situation in favor of potential use.

Take a few moments now to reflect back on your own project, and then fill out the last column in Worksheet A3. You should note that sometimes the characteristics of a project cannot be modified in any significant way. It is all right to decide that in your own evaluation situation, there is little you can do to influence a particular group of factors. If this is the case, don't worry about not having much information to fill out in the third column of the worksheet. To demonstrate that occasionally, on some factors, one may not be able to take actions to increase the likelihood of use, we have left column 3 of Figure 7 blank.

(insert Figure 7)

(insert Diagram 3)

The fourth of the individual factors in Factor Cluster A, termed "Intra-organizational features", comprises the structural characteristics of the organizational unit to which the project being evaluated belongs. For example, some projects are relatively autonomous in their organizational structure and lines of authority, while others must clear their activities and decisions with a central office or some other superior body within the organization. Moreover, even in those cases where the project reports to a higher authority within the organization, the degree of control imposed by that higher authority may vary. Thus, a central office may give considerable leeway to one project under its jurisdiction, while keeping other projects on a tight rein.

It is important that your evaluator know the exact nature of the relationship between your project and any higher authority to which it reports. Make sure that you specify just how sensitive and accommodating this higher authority is likely to be toward the evaluation needs of your particular project.

An additional complication arises when the evaluator is a member of the central office staff and is "assigned" to your particular project. Depending on this person's credibility with your staff, you may have to pave the way if the evaluator is to interact efficiently with staff members. If you are free to engage whatever evaluator you wish, then you should make sure that your evaluator can interact appropriately with any central authority to which your project is responsible. The interrelationships between a given project and any higher authority within the organization can have a strong influence on how the evaluation is conducted and, ultimately, on how and whether it is used.

Another complicating element is that other kinds of information, beyond that produced by the evaluation itself, may be operating in your evaluation situation. This notion deserves a more detailed explanation. We all know that a project staff normally has access to a variety of information sources. For example, a staff member may have a personal relationship with a member of the central office staff and, through this contact, may find out information which is not public knowledge. This private information can, in turn, influence the staff member's attitude toward the evaluation or the evaluator. Office "gossip" networks are another example of the kind of informal information sources we are referring to. Often, the evaluator is unaware of the existence of these sources. (Indeed, even you may be unaware of them.) The point is that such extra-evaluation information sources do exist, even though you may not be able to do much about them beyond recognizing the probability of their existance.

Finally, this fourth factor in Factor Cluster A includes the element of the perceived institutional and financial risk of the evaluation. To the extent that these perceived risks and costs outweigh the perceived benefits of the evaluation, the potential for evaluation use is reduced. For example, your organization may initially fear that a negative evaluation report will result in a loss of funds, a loss of jobs, or some other dire outcome. Or your organization may feel that money spent for the evaluation might better be spent on other project activities, that the information to be gained from the evaluation is not worth the cost. Such attitudes can negatively affect how much the evaluation will likely be able to accomplish in terms of your own project concerns and questions.

Turning now from our general discussion of "intra-organizational features", let's consider your project. Review in your own mind how your project fits into the overall administrative structure of your organization (perhaps you are in charge of an autonomous unit, which does not have to report to a higher authority); try to identify what private or "behind-the-scenes" information sources your staff members are likely to tap during the evaluation; and consider what types of institutional and financial risks are involved in the evaluation. When you feel that your thoughts are sufficiently detailed, then turn to Worksheet A4 at the beginning of this chapter and fill in the column labeled "RELEVANT INFORMATION". As always, you may refer to the completed sample worksheet (Figure 8) if you need to.

(insert Figure 8)

Now let's consider what you might do to influence some of the circumstances which you've just described. For instance, if you are the vice-president for sales, you are probably used to dealing with some higher authority in your organization. Now is the time to use whatever tactics have worked best for you in the past in looking out for the interests of your project. Now is also a good time to use whatever persuasive powers you have to convince your staff (or your higher organizational authority) that the evaluation entails more benefits than risks, financial or otherwise. Of course, in order to be convincing, you must believe this yourself! And last but not least, now is a good time to step back and take stock of what information sources are generally tapped into by your staff members. Perhaps some trusted subordinates can clue you in on these informal networks, so that you will be forewarned of any negative information that might adversely affect the conduct and the outcome of the evaluation. And don't forget how important it is to share what you have learned with your evaluator;

otherwise, you may be undermining the potential for evaluation use.

When you have carefully examined all these issues, take your pen or pencil and fill out the third column of Worksheet A4, "THINGS I CAN DO TO INFLUENCE USE". we have completed our worksheet below (Figure 9).

(insert Figure 9)

Now, let's see where we are in our discussion of Factor Cluster A. We've just dealt with the fourth of the five individual factors making up the cluster. Now we come to the fifth and last factor.

(insert Figure 4)

The final factor in the cluster, "External features", comprises three interrelated elements: community climate, community influence, and the role of other agencies. Let's discuss each of these in turn.

The community climate refers to the atmosphere typifying relations between a given project and the larger community in which that project operates. For example, a sports program at a local YMCA has a certain relationship with the larger community of which it is a part. Community climate is especially important when a project requires formal or informal community support (particularly of a financial nature) - - or, at the very least, community neutrality -- in order to operate. (As an example of the latter situation, certain types of medical programs, such as Planned Parenthood, can probably not operate if the community is actively opposed to them.) Some programs, however, are strictly internal operations within a larger organization: since they do not interact directly with the larger community, community climate is an irrelevant consideration. You, as the responsible organizer for the evaluation, will need to determine whether and how your project relates to the larger community.

The second element of this factor is community influence. The extent to which the community may try to exert its influence depends in large part on its perceived stake in the project being evaluated. For instance, the community may take an active interest in after-school sports programs, particularly baseball and football, and may thus see itself as having a stake in the evaluation of social programs. (The same is true of community climate). On the other hand, neither community climate nor community influence is a very important consideration in the evaluation of most private-sector programs. For example, the community at large probably takes little interest in a bank's plans to expand its computer training project for bank managers and is thus indifferent to any evaluation of that project.

The important point to remember is that when a community has an expressed interest or stake in a project, its involvement in the evaluation increases the potential for information use.

The role of other agencies refers to the continuing role that an external agency may play during the course of the evaluation. As we have seen, an external agency can exert its influence before the evaluation begins through its written requirements that the evaluation must satisfy; here, we suggest that some agencies may continue to affect the evaluation in several ways: for instance, by requiring that certain methods or procedures be followed, or by changing its written requirements in mid-stream, thereby necessitating changes in the amount and type of data to be collected.

To the extent that any changes suggested or required by an external agency threaten to have a negative impact on the potential for use, it behooves you, as responsible administrator, to do what you can to make the agency reconsider its position. At the very least, you should try to minimize problems by being aware of the potential role of other agencies. Of course, we are not overlooking the fact that many projects do not have to worry that external agencies may affect the conduct of their evaluations. Only you can determine, as you progress through this workbook, which of the factors described apply to your own project.

An Example

> Now let's illustrate how this final factor in Factor Cluster A - External features - can affect an evaluation's potential for use. Think back, if you will, to the example of the bilingual project which uses a native-language-first approach to reading instruction. For a project such as this, external features assume an important role for the evaluation organizer. For example, the community climate surrounding the project is critical to the project's success. If parents and others are opposed to this instructional method, they are likely to communicate these attitudes to their children, who may react negatively to their classroom experiences, thereby reducing the project's chances for success. In addition, the community can exert its influence by refusing to support the project's efforts to get continued funding from the government and by criticizing the project at community and school board meetings. Further, the government (an external agency in this context) not only imposes requirements for the type of information to be produced by the evaluation but also suggests the methods to be used in obtaining certain data. If you are the administrator responsible for organizing this evaluation, you will certainly need to take whatever measures you can to deal with these elements. Otherwise, you will jeopardize the chances of the evaluation's being used by these audiences.

It's time now to think specifically about your own project in relation to the three external features: community climate, community influence, and the role of external agencies. When you have sufficiently gathered your thoughts, turn to Worksheet A5 at the beginning of this chapter and fill in the second column, "RELEVANT INFORMATION". If you need help, refer to the completed sample worksheet (Figure 10).

(insert Figure 10)

When you are satisfied with what you've written, start thinking about what you might do with respect to these elements in order to promote the likelihood of evaluation use.

An Example

If you were the director of the bilingual project, here are some of the things you might do:

(a) Hold community meetings to explain carefully and in detail what the bilingual project is trying to accomplish and how;

(b) Set up a system of informal informational meetings for parents, staffed by other parents favorable to the project;

(c) Cultivate positive relationships with media representatives (from the local newspaper, radio, and television) and try to get favorable publicity when possible;

(d) Involve parents as teacher aides;

(e) Set up parent workshops to make learning games, materials, etc., parents can use at home with their children;

(f) Identify major community concerns, and make sure the evaluation addresses those concerns.

Now think again about your own project: what strategies can you put into practice to deal with the concerns you've raised in the "RELEVANT INFORMATION" column? When you have identified your approach, list these items in the third column, "THINGS I CAN DO TO INFLUENCE USE", as we have done on the sample worksheet (Figure 11).

(Insert Figure 11)

RECAP: Now that you've completed all five worksheets for Factor Cluster A, let's take a moment to review what you've accomplished thus far. You've been doing some serious, focused thinking about the project for which you have administrative responsibility. In your thinking, you've begun to set the stage for getting the evaluation off to a good start, one which is more likely to result in having the evaluation information used. How have you done this? By filling out Worksheets A1-5, you've delineated the basic characteristics of the project, you've identified the people most likely to be users of the evaluation information to be produced, you've noted the limits set on the evaluation in terms of specific information requirements, and you've described the organizational and external features that may affect evaluation use. All this is no small accomplishment! Further, you've begun to make notes on additional information which may affect the conduct of the evaluation. Finally, you've set some specific tasks for yourself by listing steps you can take to promote the likelihood that the evaluation will make a difference.

Before you are tempted, however, to rest on these not-inconsiderable laurels, remember that we have worked through only one of the four factor clusters. Perhaps it's time now to capitalize on your sense of accomplishment and your enthusiasm, and continue on to Factor Cluster B. You'll remember that all the worksheets for Factor Cluster B are provided at the beginning of the chapter. Turn the page, and you'll find Worksheet B1 awaiting your attention.

(Inserts worksheets B1-5 on separate left-hand pages)

Figure 2

Organizing For Evaluation Use

Worksheet A1

Evaluation Topic: Shall we keep the present Social Studies Curriculum or change it?

Factor Cluster A:

Pre-existing evaluation bounds
User identity
Program characteristics →→→→→→→→→→→→→
Intra-organizational features
External features

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-1. Pre-existing evaluation bounds (written requirements; other contractual obligations; fiscal constraints)	1. The Board of Education wants a written report specifying all possible alternatives and their costs	1.
	2. A decision has to be made by Sept. 1	2.
	3. We have $2,000 budgeted for the total evaluation	3.
	4. Our Social Studies subcommittee needs to study all other feasible curricula ----	4.
	5.	5.

Figure 3

Organizing For Evaluation Use

Worksheet A1

Evaluation Topic: Shall we keep the present Social Studies curriculum or change it?

Factor Cluster A:

- **Pre-existing evaluation bounds**
- User identity
- Program characteristics
- Intra-organizational features
- External features

→→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-1. Pre-existing evaluation bounds (written requirements; other contractual obligations; fiscal constraints)	1. The Board of Education wants a written report specifying all possible alternatives and their costs	1. Make sure the evaluator clearly understands the nature of the report for the Board
	2. A decision has to be made by Sept. 1	2. Draw up a timeline for the study subcommittee and for evaluation activities
	3. We have $2,000 budgeted for the total evaluation	3. Appoint the study subcommittee chair to monitor time line observance and report
	4. Our Social Studies subcommittee needs to study all other feasible curricula	4. Check with both evaluator and subcommittee chair on how many feasible alternatives have been identified
	5.	5.

Figure 4

Organizing For Evaluation Use

Worksheet A2

Evaluation Topic: Shall we keep the present Social Studies curriculum or change it?

Factor Cluster A:

- Pre-existing evaluation bounds
- **User identity**
- Program characteristics
- Intra-organizational features
- External features

→ → → → → → → → → → → → →

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-2. User identity (range; organizational positions; professional experience levels)	1. The chair of the Social Studies dept. is new this year	1.
	2. The Social Studies dept. has 2 very experienced members and the rest all fairly new teachers	2.
	3. The Board has no members particularly knowledgeable about Social Studies	3.
	4.	4.
	5.	5.

Other Thoughts:

a) Students have been dissatisfied with the "relevance" of the present curriculum

Figure 5

Organizing For Evaluation Use

Worksheet A2

Evaluation Topic: Shall we keep the present Social Studies curriculum or change it?

Factor Cluster A:

- Pre-existing evaluation bounds
- **User identity**
- Program characteristics
- Intra-organizational features
- External features

→→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-2. User identity (range; organizational positions; professional experience levels)	1. The chair of the Social Studies dept. is new this year	1. Get the evaluator and the chairperson together ASAP
	2. The Social Studies dept. has 2 very experienced members and the rest all fairly new teachers	2. Ask the evaluator to do some inservice training with the entire Social Studies dept. about the eval. and its processes
	3. The Board has no members particularly knowledgeable about Social Studies	3. Make sure the evaluator knows about the background of both the Board and the Social Studies dept.
	4.	4.
	5.	5.

Other Thoughts :

a) Students have been dissatisfied with the "relevance" of the present curriculum

Figure 6

Organizing For Evaluation Use

Worksheet A3

Evaluation Topic: Social Studies curriculum

Factor Cluster A:

- Pre-existing evaluation bounds
- User identity
- **Program characteristics** →→→→→→→→→→→→→
- Intra-organizational features
- External features

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	**Relevant Information:**	**Things I Can Do To Influence Use:**
A-3. Program characteristics (age; maturity; innovativeness; overlap with other programs)	1. The present curriculum has been in use for 8 years	1.
	2. Mini-courses have been added 4 years ago - they vary each semester	2.
	3. The Social Studies dept. has been self-contained. Other depts. teach cross-cultural courses which overlap. Some depts. would like to see the Social Studies curriculum reflect	3.
	4. their cultural content (e.g., a courses in German history)	4.
	5.	5.

Other Thoughts:

a) Do we have the staff capabilities to broaden our traditional Social Studies content?

b) How does our curriculum match the SAT content? How well do our students do on the SAT?

Figure 7

Organizing For Evaluation Use

Worksheet A3

Evaluation Topic: Social Studies curriculum

Factor Cluster A:

- Pre-existing evaluation bounds
- User identity
- Program characteristics →→→→→→→→→→→→→
- Intra-organizational features
- External features

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-3. Program characteristics (age; maturity; innovativeness; overlap with other programs)	1. The present curriculum has been in use for 8 years	1.
	2. Mini-courses have been added 4 years ago - they vary each semester	2.
	3. The Social Studies dept. has been self-contained. Other depts. teach cross-cultural courses which overlap. Some depts. would like to see the Social Studies curriculum reflect their cultural content (e.g., a courses in German history)	3.
	4.	4.
	5.	5.

Other Thoughts :

a) Do we have the staff capabilities to broaden our traditional Social Studies content ?

b) How does our curriculum match the SAT content ? How well do our students do on the SAT ?

Figure 8

Organizing For Evaluation Use

Worksheet A4

Evaluation Topic: Social Studies Curriculum

Factor Cluster A:

- Pre-existing evaluation bounds
- User identity
- Program characteristics
- **Intra-organizational features**
- External features

→→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-4. Intraorganizational features (central/district office roles & relationships; institutional arrangements & autonomy; other likely kinds of information; perceived institutional & financial risk)	1. The Board of Education has final approval over all recommendations arising from the evaluation	1.
	2. The Board doesn't care what other information we gather during the evaluation so long as we address their concerns	2.
	3. Some of our Social Studies dept. staff have contacts in neighboring schools with different programs - this is a likely extra-evaluation source	3.
	4. The Board, of course, would like to save money by being justified in cutting the Social Studies budget	4.
	5.	5.

Figure 9

Organizing For Evaluation Use

Worksheet A4

Evaluation Topic: Social Studies curriculum

Factor Cluster A:

- Pre-existing evaluation bounds
- User identity
- Program characteristics
- **Intra-organizational features**
- External features

→→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	**Relevant Information:**	**Things I Can Do To Influence Use:**
A-4. Intraorganizational features (central/district office roles & relationships; institutional arrangements & autonomy; other likely kinds of information; perceived institutional & financial risk)	1. The Board of Education has final approval over all recommendations arising from the evaluation	1. Make sure the Board gets interim reports from the evaluator regarding their concerns
	2. The Board doesn't care what other information we gather during the evaluation so long as we address their concerns	2. Capitalize on other sources of information by asking those with outside contacts to make Reports to the subcommittee about other program models
	3. Some of our Social Studies dept. staff have contacts in neighboring schools with different programs - This is a likely extra-evaluation source	3. Make sure the evaluator gathers fiscal data to support any findings or recommendations
	4. The Board, of course, would like to save money by being justified in cutting the Social Studies budget	4.
	5.	5.

Figure 10

Organizing For Evaluation Use

Worksheet A5

Evaluation Topic: Social Studies curriculum

Factor Cluster A:

- Pre-existing evaluation bounds
- User identity
- Program characteristics
- Intra-organizational features
- **External features**

→→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-5. External features (community climate & influence; role of other agencies)	1. The community is anxious to keep a lid on spending	1.
	2. our community is conservative - we need to avoid raising controversial curriculum issues	2.
	3.	3.
	4.	4.
	5.	5.

Figure 11

Organizing For Evaluation Use

Worksheet A5

Evaluation Topic: Social Studies curriculum

Factor Cluster A:

- Pre-existing evaluation bounds
- User identity
- Program characteristics
- Intra-organizational features
- **External features**

→→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
A-5. External features (community climate & influence; role of other agencies)	1. The community is anxious to keep a lid on spending	1. Make sure the evaluator provides fiscal data for all options/recommendations
	2. Our community is conservative - we need to avoid raising controversial curriculum issues	2. Have the evaluator check all reports with me prior to release
	3.	3. Make sure the evaluator gathers data in response to the community's concerns
	4.	4.
	5.	5.

III. IDENTIFYING/ORGANIZING THE PARTICIPANTS: FACTOR CLUSTER B

Organizing For Evaluation Use

Worksheet B1

Evaluation Topic:

Factor Cluster B:

User interest in evaluation
User commitment to use
Evaluator characteristics (selected)
Evaluation procedures—plan
User professional style(s)

→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
B-1. User interest in evaluation (views about program; questions & concerns; predisposition to eval./evaluator; need for eval.; expectations and risks for the eval.)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet B2

Evaluation Topic:

Factor Cluster B:

User interest in evaluation
User commitment to use
Evaluator characteristics (selected) →→→→→→→→→→→→
Evaluation procedures—plan
User professional style(s)

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	**Relevant Information:**	**Things I Can Do To Influence Use:**
B-2. User commitment to use	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet B3

Evaluation Topic:

Factor Cluster B:

- User interest in evaluation
- User commitment to use
- **Evaluator characteristics (selected)** →→→→→→→→→→→→
- Evaluation procedures—plan
- User professional style(s)

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	**Relevant Information:**	**Things I Can Do To Influence Use:**
B-3. Evaluator characteristics (selected) (background/identity; credibility; choice of role; willingness to involve user; commitment to use; political sensitivity)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

CHAPTER III

IDENTIFYING AND ORGANIZING THE PARTICIPANTS: FACTOR CLUSTER B

The last chapter discussed those factors (Factor Cluster A) which "set the stage" on which the evaluation unfolds, the "context" factors which provide the framework within which the evaluation is conducted. In discussing Factor Cluster B, we will be concentrating more heavily on the human factors which play an important part in the evaluation use process. Thus, Factor Cluster B involves identifying and organizing the evaluation's participants. This cluster comprises five factors, as indicated below:
(Insert Factor Cluster B)

Again, these factors are separated from one another so that we may consider each of them individually. Since the third factor subsumes several subheadings, a brief explanation is in order.

In the case of the factor labeled "Evaluator characteristics," not all its possible component elements have been shown by research to be directly related to use. Thus, we have singled out for your attention only those elements which are relevant. These selected elements are reproduced in italic type in the illustrative charts; in our listing of the factor, we remind you that not all elements are relevant by using the word "selected" in parentheses.
(Insert Diagram 5)

Now let's return to Factor Cluster B itself and examine what each factor represents. The first is termed "User interest in evaluation." This factor pertains specifically to the potential users of the evaluation information. Thus, it is considered a "human factor" (to recall our earlier discussion in Chapter I of this workbook). Included in this factor are the following elements: the potential users' views about the project to be evaluated; their questions and concerns about the project; their basic orientation toward

Organizing For Evaluation Use

Worksheet B5

Evaluation Topic:

Factor Cluster B:

User interest in evaluation
User commitment to use
Evaluator characteristics (selected) → → → → → → → → → → → →
Evaluation procedures—plan
User professional style(s)

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
B-5. User professional style(s) (administrative & organizational skills; initiative; openness to new ideas)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet B4

Evaluation Topic:

Factor Cluster B:

User interest in evaluation
User commitment to use
Evaluator characteristics (selected) →→→→→→→→→→→→
Evaluation procedures—plan
User professional style(s)

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
B-4. Evaluation procedures—plan	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

evaluation in general and toward the evaluator in particular; their expectation about what the evaluation can accomplish; and finally, their perceptions of the risks entailed in the evaluation.

As you can see, this factor is complex and covers a diversity of topics. The unifying thread is the user; that is, the factor is concerned only with the orientations and concerns of potential users of the evaluation. Of course, any evaluation is likely to have several potential users or groups of users, whose orientations and concerns may differ, thus introducing some complications. We will approach our discussion, therefore, from the users' viewpoint.

The term views about the project to be evaluated refers to the beliefs that users hold before the evaluation actually begins. For example, some people already have firm views about the project. A possible difficulty arises when these views are so strong that they cannot be changed, regardless of what the evaluation shows. You will need to be sensitive enough to this possible problem to alert the evaluator to it during one of your early briefings.

As we just pointed out, whatever your project, there are likely to be at least several potential users of the information produced by the evaluation. Each of these potential users is also likely to have his/her own set of particular questions or concerns about the project and which the evaluation might address. Sometimes it may be important that you, as responsible administrator, set some priorities as to which users' questions will take precedence. This type of decision is especially likely to be necessary when the funds and/or the time available for the evaluation are limited.

The questions and concerns raised in connection with the project under evaluation may have differing degrees of urgency attached to them. Knowing which questions should be addressed first can help you to guide your evaluator in structuring the evaluation so that the most urgent questions get taken care of.

Potential users can also differ on the dimension termed "orientation toward the evaluation and toward the evaluator." Their orientation may be negative, positive, or neutral. Such differences in orientation can arise from several sources. Those with negative attitudes may have been "burned" by a previous evaluation: perhaps they feel that it consumed too much time and produced too few benefits, or perhaps they found the demeanor or behavior of the evaluator offensive. Those with positive attitudes may have had very good experiences with a past evaluation and so may welcome more of the same. Those whose orientation is neutral may simply adopt a "let's wait and see" stance. Whatever the case, the evaluator can use your help in getting a sense of the ballpark in which he/she is likely to be playing.

As the above discussion implies, potential users are also likely to differ in their expectations about what the evaluation can accomplish, the next element of the "User interest" factor. Some of these divergent views may be logical developments of the users' perceptions of the need for the evaluation. You should communicate information on these expectations to your evaluator, so that he/she can be as effective as possible when interacting with potential users.

The final element in this factor, termed perceived risks of the evaluation, can be very important in the evaluator-user relationship. Potential users may believe that an evaluation carries some risk, be it as drastic as job loss or as minor as a small program modification. Whatever the case, the person who feels threatened in some way by the evaluation will probably resist it. You can help defuse this potentially damaging situation by bringing these perceptions of risk out into the open, through early and frank discussion with both the users and the evaluator. Your comments may help to remove some of the threat of the evaluation.

We've now given you a fair amount of information about the first of the five factors in Factor Cluster B. While it's fresh in your mind, you should fill out Worksheet B1 at the beginning of this chapter.

As usual, Worksheet B1 reproduces the entire factor cluster plus the reminder phrase to jog your memory about your own project's characteristics as you fill out the worksheet. The first column, "FACTOR AFFECTING USE," has already been filled out for you with the terms used to describe each of the elements of the factor "User interest in evaluation." Keep these elements in mind as you look at the second column, "RELEVANT INFORMATION." Now think about the evaluation topic which you've written at the top of the worksheet; think about all of your potential audiences in terms of their attitudes and expectations, their questions and concerns about the project and their perceptions of the risks of the evaluation.

When you feel that you have adequately explored these topics in your own mind, take your pen or pencil and fill in the second column on the worksheet. You may refer to Figure 12 for assistance if you wish.

(Insert Figure 12)

When you are satisfied that you have noted all essential information, as well as any other thoughts you may have that you don't want to forget, then go on to the third column of Worksheet B1. Here again, you should focus on what you can actually do to influence the evaluation situation in favor of use. Take some time to reflect back on your own evaluation situation, and then fill out the last column in Worksheet B1. Our completed sample worksheet is shown in Figure 13.

(Insert Figure 13)

By now, you may be noticing that some of the items you write down in the "THINGS I CAN DO TO INFLUENCE USE" column tend to be repeated from one worksheet to another. Don't worry about this repetition. It simply confirms what we suggested earlier: that it is difficult to separate into discrete elements what is essentially an interactive process. You might want, at this point, to begin making a separate list of topics to talk to your evaluator about early on in the course of evaluation so that you can eliminate any duplications in your listing as you proceed through the remainder of the worksheets.

Have you filled out Worksheet B1?

(Insert Diagram 6)

Now let's turn to the second of the factors in Factor Cluster B, termed "User commitment to use." Just how committed are those persons whom you have identified as potential users to implementing the findings of the evaluation? To some extent, the commitment of any given individual or group depends upon their previous experience with evaluation and their general attitudes toward evaluation. Perhaps one of the potential users -- say, a project staff member -- looks upon the evaluation as a new challenge, one which can provide feedback that will help him or her to improve job performance. In this case, you can congratulate yourself on already having a user committed to use. Such a situation makes your task or organizing for evaluation use that much easier. Since we live in an imperfect world, however, the likelihood is that you will have one or more potential users who are at best indifferent, and at worst openly negative toward the evaluation. Once you have analyzed where various potential users stand on the continuum of commitment toward use, you should then think about what you can do to turn around some of the people less favorably disposed toward use and to capitalize on the positive commitment of others.

Since we don't want to belabor the point about the importance of commitment to use, we'll ask you now to consider where your own potential users stand on this continuum. Make sure you review in your mind all of the potential users before you fill out the second column of Worksheet B2, "RELEVANT INFORMATION," as we have done below in Figure 14.

(Insert Figure 14)

Now that you've identified where your users stand on the continuum, perhaps you see that your work is cut out for you! Or perhaps you are fortunate enough to have a group of users who stand ready to deal constructively with the evaluation information produced.

Consider now what you can do with all groups of users. How can you capitalize on the positive orientation of those eagerly awaiting the evaluation process? What can you do to reorient those who wish that the evaluation would go quietly away and leave them alone? How can you convince those who feel that the outcomes of the evaluation really won't affect them? How can you motivate those who are sitting on the fence, undecided about which position to take? Now is the time to play the master strategist, the psychologist, the leader. After all, you are in charge of the project; it's up to you to set the example, to let people know what you expect from them, and above all, to motivate your staff as they become increasingly involved in the evaluation process.

Now that you are fired up, put your action thoughts down on paper by filling out the final column of Worksheet B2, "THINGS I CAN DO TO INFLUENCE USE." We've gone ahead and completed ours in Figure 15.

(Insert Figure 15)

(Insert Diagram 7)

We've now arrived at the third component of Factor Cluster B, "Evaluator characteristics," one of the two most important factors to consider as you try to maximize the potential for evaluation use. When you stop to think of it, the two most important people in the entire evaluation process are yourself, as the person responsible for organizing and approving the evaluation, and the evaluator, who actually carries out the evaluation activities. It is essential to evaluation use that both of you be firmly committed to making use happen. Therefore, the choice of an evaluator deserves your most serious consideration. As we pointed our earlier, however, sometimes you simply do not have a choice in the matter of who your evaluator will be. This is often the case in large government units or corporations, which have their own in-house evaluation units. There, evaluators are generally assigned on the basis of availability to perform project evaluations within the organization.

Perhaps your organization has its own in-house unit responsible for research, evaluation, and development activities. If so, the likelihood of your being able to select your own evaluator diminishes considerably, though you may have some say over which of several evaluators within the unit is assigned to your project.

On the other hand, you may be running a project which has free rein in its choice of an evaluator. Perhaps one of your own staff can assume the role of evaluator for a period of time, or even for a given portion of each work week. In this case, it is particularly important that you have clearcut criteria for making the best selection possible. Let's talk now about these criteria, which are applicable to examining the qualifications of any evaluator.

The background and other identifying characteristics of the evaluator are important primarily in terms of the potential users' possible reactions to the evaluator. For example, some people may have particular (and idiosyncratic) preferences regarding an evaluator's age, gender, race, speech patterns, physical attributes, and the like. As unfair as some of these preferences may seem to you personally, you nonetheless need to recognize that they can affect the ultimate use of the evaluation information.

A related issue is that of the evaluator's credibility, both with yourself and with your potential users. This element involves the staff's trust and confidence in the evaluator. You may wonder how an evaluator can have credibility when he/she is an unknown to the users, as is the case when you hire a new evaluator to conduct an evaluation for your project. The development of credibility need not wait until the evaluator actually begins interacting with your staff: perhaps his/her reputation precedes the actual hiring; perhaps you have circulated the person's résumé, samples of work, or other supporting documents which serve to introduce the evaluator prior to the start of work; or perhaps the evaluator has done work for acquaintances of your staff. An evaluator who has previously worked with your project, on the other hand, is a known quantity. If the evaluator's credibility is high, then the evaluation will likely begin on a positive note; if the credibility is somewhat damaged by prior contacts, then you need to engage in some damage control to minimize the negative effects of diminished credibility before the evaluation actually begins.

Credibility, however, is not static; it is constantly changing during the course of an evaluation. We hope that such change is for the better. But you also need to recognize the unhappy possibility that despite your best efforts at selecting an appropriate evaluator,circumstances may be such that potential users lose faith in the evaluator as the evaluation proceeds.

Let's consider how this may happen. Suppose that you are a bank manager in charge of upgrading computer systems in a large, multi-office division. You are allowed by higher management to select your own evaluator. After interviewing numerous candidates, you choose one who seems to have all the "right stuff" for the job. Prospects are high for ending up with a truly useful evaluation. Two months into the job, however, something unforeseen happens: the complex computer system which is being installed finally outstrips the evaluator's computer knowledge, and his ignorance soon becomes evident as he deals increasingly with computer experts. Reports start filtering back to you that the evaluator has lost credibility. Staff members and other potential users, perceiving his lack of technical expertise, no longer have faith in the evaluation he is conducting.

In other instances, diminished credibility may be the result of offensive personality traits, loss of rapport with the staff, the quality of the evaluation report, or other similar problems.

Sometimes you may have to make tradeoffs in your choice of an evaluator. Should you select the person with great technical competence but poor interpersonal skills and little sensitivity to the goals of the project? Or should you go with the person who interacts well with the staff, understands exactly what the project is trying to accomplish, but is not as technically capable as you would like? Only you can make such a decision, based on your own experience, feelings, and needs.

Of course, the amount of interaction the evaluator will have with your staff depends on the evaluator's choice of a particular role and his/her orientation toward user involvement. By choice of a particular role we mean the stance the evaluator takes toward the project staff, the potential users, and the project itself. For example, one evaluator may choose the role of detached and objective scientific investigator; such an evaluator will be concerned with setting up ideal experimental conditions, constructing a valid research design, and maintaining some distance from the project staff. Another evaluator may choose the role of colleague, and will emphasize improving the project's effectiveness and answering staff and user questions about the project, regardless of whether this information amounts to a research study in the classic sense. A third evaluator may choose the role of neutral third party, trying to provide helpful information while at the same time maintaining some distance from the staff and the project itself.

The role which your evaluator adopts when dealing with the project is closely related to the evaluator's willingness to involve the user. By now you are aware that we favor user involvement, to the greatest extent possible, in both the planning and the execution of the evaluation. You should examine your evaluator candidates carefully on this issue; it is critical to the goal of evaluation use.

When you put together the picture of an evaluator whose personal demeanor is acceptable to all parties, who has credibility both with yourself and with other potential users, who chooses a role that is colleaguial and consultative rather than detached or dictatorial, and who genuinely wants to work with the evaluation's potential users, then you have an evaluator who is genuinely committed to use. This is the ideal against which you should measure candidates for the job of evaluator.

As a final touch to this picture, the evaluator should have political sensitivity, if he or she is to function effectively in your environment. That is, the evaluator should be able to deal appropriately with persons at all levels within your organization; should not commit faux pas in protocol when interacting with administrators; should understand enough about the constraints on your project to formulate recommendations which are practical, reasonable, and consonant with the goals of your organization; and should generally be aware of what's going on. After all, no real good can come from the evaluation if your evaluator alienates key individuals or makes recommendations that are clearly beyond the reach of your organization.

Well, we've painted a rather idealized portrait of the use-oriented evaluator. Perhaps you are wondering what you do in a real-world situation where either you have no choice of evaluator or all your candidates for the position are clearly lacking in one important quality or another. Don't just throw up your hands and resign yourself to getting along with a second-rate evaluator. Instead, stop and consider whether there is something you can do to improve the situation. Let's look at the possibilities.

First, suppose you're saddled with an assigned evaluator who you know is not the ideal choice for the position. (Of course, not all assigned evaluators are ipso facto of poor quality -- and you may be lucky enough to have a good one.) Or, you may have even chosen this evaluator from a less than ideal candidate pool. Once you know who this evaluator will be, you should try to get a clear picture of his/her strengths and deficiencies, especially in relation to the work you want performed for your project. Then you can focus specifically on how to correct or bypass these deficiencies in such a way as to promote evaluation use.

Take, for example, the case of an evaluator who lacks political sensitivity. Perhaps you could take the person aside and candidly explain the facts of your project's life. Let the evaluator know how you expect him/her to act within your organization. This is, after all, your prerogative as responsible administrator. Or, if the evaluator lacks credibility, there are two ways to deal with the problem. The first applies to those situations where the evaluator's lack of credibility seems undeserved. In such cases, you can work specifically to raise his/her credibility level: by circulating examples of good work the evaluator has done, by expressing your conviction that the evaluator will indeed be able to handle the tasks demanded of him/her, by having the evaluator appear personally before a gathering of your staff, or by any other plausible method that will give potential users a better opinion of the evaluator. The second way applies to those situations where the evaluator has real deficiencies which may indeed limit his/her ability to do a good job. In such cases, you will have to devote a great deal of time and energy to the problem: by specifying exactly what the evaluation tasks should be and how they should be conducted, and by directing the evaluator every inch of the way. Obviously, such close monitoring will represent a considerable investment on your part. Nonetheless, the fact remains that often you can improve what appears at first glance to be an impossible situation.

Consistent with our initial contention that the evaluator is one of the most important determinants of an evaluation's potential for use, we have spent considerable time discussing the evaluator's characteristics.

Now it's time for you to do some work. You need to assess your own project evaluator relative to the criteria outlined here. How does your evaluator stack up? Does he or she have any personal characteristics that might pose a problem? Does he or she genuinely want to involve all potential users in the conduct of the evaluation? Does he or she have political savvy? Is he or she credible? Is he or she sincerely committed to evaluation use?

If you are presently in a situation where you do not yet have an evaluator in mind for your project, then use this opportunity to reflect on the person who would be ideal for the job. What characteristics would this person need to function most effectively in your project context? Are there any special demands that might be placed upon this person were he/she to be hired to serve your project?

When you are satisfied with this examination of your evaluator's actual or ideal characteristics, take your pen or pencil and fill in the "RELEVANT INFORMATION" column on Worksheet B3. Our completed sample worksheet will be found in Figure 16.

(Insert Figure 16 here)

Now, unless you are very lucky, you have probably identified a few areas of concern about your actual or prospective evaluator. Take a few moments to review what you might do to make the situation more favorable for evaluation use. In our previous discussion of evaluator characteristics, we gave you a few hints about possible steps to take. When you have planned your strategy, (assuming that you haven't simply given up and decided to cut your losses), list these steps in the third column of Worksheet B3 at the beginning of the chapter, "THINGS I CAN DO TO INFLUENCE USE." Our worksheet, reflecting a most optimistic scenario, is found in Figure 17.

(Insert Figure 17)

(Insert Diagram 8)

The fourth factor in Factor Cluster B is identified as "Evaluation procedures - plan". This term refers to the operational plan -- devised through consultations between you, the evaluator, and other potential users -- as to what information will be collected during the course of the evaluation and how it will be collected. The evaluation plan must be comprehensive so that all major user concerns are dealt with; appropriate, so that data collection is both on target and feasible to carry out; rigorous, so that proper methods of data collection are followed; and acceptable to users with decisionmaking power, so that any reservations they may have about using the evaluation findings are minimized.

At this stage of planning your evaluation, you need to make sure that you and your users are comfortable with the proposed evaluation activities. Any reservations -- for instance, about specific procedures, about the data collection instruments to be used, or about the persons to be involved in the evaluation -- should be worked out to your satisfaction in order to mitigate possible negative influences on the use of the evaluation information produced. The more you and other users get involved in planning the evaluation, the more likely it is that the evaluation information will eventually be used. So this is your opportunity to help ensure that potential users feel like owners of, or shareholders in, the evaluation -- that they "buy into" the evaluation process. Since the evaluation plan will guide all future evaluation activities, it is important that it be as good as possible before you formally agree to its implementation.

In devising an evaluation plan, the evaluator has primary responsibility for coming up with an initial draft or with recommendations for your consideration. We do not expect you, as the responsible administrator, to be an expert in evaluation. After all, that is why you have gone to considerable trouble either to hire a qualified evaluator of your own or to investigate as best you can the qualifications of the evaluator assigned to your project by a central office. But it is expected that you will contribute your knowledge of the project, its staff and its operation; your familiarity with the potential users; and your experience in working with any external agencies that may be involved with your project. If everyone works together, you should be able to come up with an evaluation plan that fits your project's circumstances, a plan which will enhance the potential for evaluation use.

Since we have assigned primary responsibility for developing the plan to your evaluator, you might want to jot down, in the second column of Worksheet B4, any information that you think you should impart to your evaluator as he/she is devising the plan. For example, are there particular dimensions you want measured, or tests which must be used, or measures which you definitely don't want used? Or perhaps you would like the evaluator to make some suggestions in this area. Perhaps, too, there are certain individuals who should be brought into the evaluation process at specific points along the way; list their names on the worksheet. If this is your first experience with evaluation, you may want to note any questions you have about evaluation procedures, or any concerns you need to discuss with the evaluator prior to the plan's development.

You may also want to continue on and fill out the third column, "THINGS I CAN DO TO INFLUENCE USE." Perhaps you feel that at this point you don't have enough information about evaluation to fill out this column. That's okay! Perhaps you feel that you need to consult with the evaluator before defining a definite role for yourself in the process, and that's okay, too. But if there is some clear action which you can take, go ahead and add that to column 3. For example, suppose that you want a particular measurement instrument used in the evaluation. Make a note to yourself in column 3 to give a copy of this instrument to the evaluator as soon as possible.

We've gone ahead and filled out our sample worksheet in Figure 18 below. You'll note that the third column, "THINGS I CAN DO TO INFLUENCE USE",has been left blank. In our example, the administrator is not yet sure what evaluation procedures are most appropriate to the situation and will need to consult with the evaluator before filling in the third column.

(Insert Figure 18)

Turn now to the beginning of this chapter and fill out Worksheet B4.

(Insert Diagram 9)

The final factor in Factor Cluster B is "User professional style(s)." Each of the potential users, including yourself, has certain administrative and organizational skills, a certain amount of initiative, and a certain degree of openness to new ideas or to change. All of these qualities constitute professional style. You must know the potential users well enough to be able to capitalize on or, alternatively, to minimize the effects of professional style(s) on the evaluation.

Let's consider how you might make these combinations of qualities work for you and your evaluator. Suppose that the project head (not you, of course) is known to be a procrastinator. If the evaluation plan calls for data collection instruments to be administered at a specific time, then you will need to make sure that the project head is on top of the situation. If you know ahead of time what pitfalls to avoid, you can eliminate some of the more obvious reasons for non-use of evaluation information. On the other hand, a project head who has the ability to get things started and to follow through on them will probably be a person who actively promotes evaluation use. You can probably depend on this individual throughout the course of the evaluation.

Another situation worth examining in this context is one where the evaluator is not your first (or even third) choice for the job. In these circumstances, user professional styles take on an added importance. A user who is actively committed to evaluation use (remember Factor B2?) can pick up the ball if the evaluator drops it and can move the evaluation use sequence forward on his/her own initiative. On the other hand, perhaps the evaluator is committed to use. Does this mean you can ignore the professional styles of the potential users? Certainly not! In this instance, just think how much greater the potential for enhancing evaluation use is when both the evaluator and the users are working on their own initiative (and perhaps even in concert) to promote use.

A final point to consider is, just how open to change and to new ideas are you and the other potential users? Any evaluation properly conceived and conducted is likely to produce unexpected information about the project and its operation. How willing are you and other potential users to take this information seriously and to make any necessary changes in the project suggested by the information? Openness to new ideas and to change is closely related to the perceived risks of the evaluation. If users view new information as detrimental to their interests, then they will probably be unwilling to consider it seriously or to apply it in making changes in the project. As you can see, this factor has important implications for evaluation use; lack of openness imposes drastic limitations on potential use.

Take a moment now to review in your own mind the different professional styles of the people you have identified as potential users of the evaluation. If they have any characteristics which you feel are either a definite plus or a definite minus, list them in the second column of Worksheet B5. It's not necessary to list all aspects of user professional styles; include only those which are likely to have a strong effect -- either positive or negative -- on potential for evaluation use.

Speaking of action, go on now to fill out the third column of Worksheet B5, "THINGS I CAN DO TO INFLUENCE USE." Make sure that you consider carefully whether there really isn't something you might do to improve the potential for use before you decide to leave this column blank. As responsible administrator, you have probably had considerable experience in managing people so as to take advantage of their better qualities while at the same time structuring situations so as to minimize their weaker qualities. In this case, you can use your experience and your interpersonal skills to make allowances for the potential users' range of professional styles and thus to increase the likelihood of evaluation use.

As always, you may refer to our complete sample worksheet (Figure 14) if you wish.

(Insert Figure 19)

> RECAP: Let's take stock of where we are in our planning for evaluation use. You've now completed the first two of the four factor clusters. In Factor Cluster A, you defined the background against which the evaluation will be played out; in Factor Cluster B, you identified and organized the players. Now you know who will be involved, and what the pertinent characteristics and abilities of these individuals are. You've also noted information about these potential users that should be considered as you plan for the actual evaluation activities. And, most important, you've identified what you need to look for in an evaluator to assure that he or she will be use-oriented. You should also have a general idea what direction the planned evaluation will take. So, everything is now set to go -- the players are in place, and the plan of action is ready. In the

next chapter, we'll get your evaluation rolling. Once it begins, you'll have less time to sit back and think about other ways to structure the process. So please take some time to make sure that you feel okay about the way you've filled out the worksheets thus far. Go back and make any changes you want before going on to the next chapter.

If you're impatient to see how the evaluation is likely to unfold, then go ahead and turn to Chapter IV, Factor Cluster C. If, however, your evaluation is still not off the ground -- for instance, if your evaluator has not yet been selected, or if you are only at the beginning stages of organizing an evaluation of the project for which you are responsible -- don't despair of being left out as you turn to Chapter IV. We haven't forgotten about you! You'll find specific information and helpful advice geared to your situation throughout the rest of the workbook.

Figure 12

Organizing For Evaluation Use

Worksheet B1

Evaluation Topic: Social Studies curriculum

Factor Cluster B:

- **User interest in evaluation**
- User commitment to use
- Evaluator characteristics (selected) →→→→→→→→→→→→
- Evaluation procedures—plan
- User professional style(s)

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
B-1. User interest in evaluation (views about program; questions & concerns; predisposition to eval./evaluator; need for eval.; expectations and risks for the eval.)	1. The older dept. members are resisting change in the curriculum; the newer members are enthusiastic about the possibility of change	1.
	2. The dept. has never undergone evaluation. Most members have a "wait and see" attitude	2.
	3. The dept. does not want its budget cut as a result of the evaluation	3.
	4. The question of the SAT scores keeps arising	4.
	5. The dept. doesn't want students to perceive the dept. as being "weak"! Preserving face is important	5.

Figure 13

Organizing For Evaluation Use

Worksheet B1

Evaluation Topic: Social Studies curriculum

Factor Cluster B:

User interest in evaluation
User commitment to use
Evaluator characteristics (selected) →→→→→→→→→→→→
Evaluation procedures—plan
User professional style(s)

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
B-1. User interest in evaluation (views about program; questions & concerns; predisposition to eval./evaluator; need for eval.; expectations and risks for the eval.)	1. The older dept. members are resisting change in the curriculum; the newer members are enthusiastic about the possibility of change	1. Hold frank and open discussions with the dept. members to try to reduce anxiety levels
	2. The dept. has never undergone evaluation. Most members have a "wait and see" attitude	2. Make sure I've identified all the program questions + concerns
	3. The dept. does not want its budget cut as a result of the evaluation	3. Make sure the evaluator understands these program questions + concerns correctly
	4. The question of the SAT scores keeps arising	4. Make sure the evaluator keeps me informed as data collection progresses
	5. The dept. doesn't want students to perceive the dept. as being "weak." Preserving face is important	5.

Figure 14

Organizing For Evaluation Use

Worksheet B2

Evaluation Topic: Social Studies curriculum

Factor Cluster B:

- User interest in evaluation
- **User commitment to use**
- Evaluator characteristics (selected) →→→→→→→→→→→
- Evaluation procedures—plan
- User professional style(s)

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
B-2. User commitment to use	1. The dept. chair resents outsiders "meddling" in the dept., especially because he is new to the job and feels the need to establish his authority	1.
	2. The experienced teachers are blasé about the evaluation - they seem to feel that it won't affect them	2.
	3. The new teachers are enthusiastic about the possibility that the evaluation might make a difference next year in the program	3.
	4. The Board wants specific recommendations they can act on	4.
	5.	5.

Figure 15

Organizing For Evaluation Use

Worksheet B2

Evaluation Topic: Social Studies curriculum

Factor Cluster B:

- User interest in evaluation
- **User commitment to use**
- Evaluator characteristics (selected) → → → → → → → → → → → →
- Evaluation procedures—plan
- User professional style(s)

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
B-2. User commitment to use	1. The dept. chair resents outsiders "meddling" in the dept., especially because he is new to the job and feels the need to establish his authority	1. Talk individually with the dept. chair to figure out a strategy so he maintains face and authority
	2. The experienced teachers are blasé about the evaluation - they seem to feel that it won't affect them	2. Appear at dept. staff meeting, explain decisions to be made and how they might affect the dept.
	3. The new teachers are enthusiastic about the possibility that the evaluation might make a difference next year in the program	3. Try to get more of the new teachers working with the evaluator
	4. The Board wants specific recommendations they can act on	4. Make sure the evaluator understands the decision questions
	5.	5.

Figure 16

Organizing For Evaluation Use

Worksheet B3

Evaluation Topic: Social Studies curriculum

Factor Cluster B:

- User interest in evaluation
- User commitment to use
- **Evaluator characteristics (selected)** →→→→→→→→→→→→
- Evaluation procedures—plan
- User professional style(s)

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
B-3. Evaluator characteristics (selected) (background/identity; credibility; choice of role; willingness to involve user; commitment to use; political sensitivity)	1. We lucked out - our district - assigned evaluator is top notch. Anticipate no problems here	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Figure 17

Organizing For Evaluation Use

Worksheet B3

Evaluation Topic: Social Studies curriculum

Factor Cluster B:

- User interest in evaluation
- User commitment to use
- **Evaluator characteristics (selected)** →→→→→→→→→→→→
- Evaluation procedures—plan
- User professional style(s)

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
B-3. Evaluator characteristics (selected) (background/identity; credibility; choice of role; willingness to involve user; commitment to use; political sensitivity)	1. We lucked out - our district - assigned evaluator is top notch. Anticipate no problems here.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet B4

Figure 18

Evaluation Topic: Social Studies curriculum

Factor Cluster B:

- User interest in evaluation
- User commitment to use
- Evaluator characteristics (selected) →→→→→→→→→→→→
- **Evaluation procedures—plan**
- User professional style(s)

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
B-4. Evaluation procedures—plan	1. How can we measure the relationship between our program + SAT scores?	1.
	2. Should we use a student satisfaction measure?	2.
	3. How will the curriculum content be evaluated?	3.
	4.	4.
	5.	5.

Figure. 19

Organizing For Evaluation Use

Worksheet B5

Evaluation Topic: Social Studies curriculum

Factor Cluster B:

- User interest in evaluation
- User commitment to use
- Evaluator characteristics (selected)
- Evaluation procedures—plan
- **User professional style(s)**

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	**Relevant Information:**	**Things I Can Do To Influence Use:**
B-5. User professional style(s) (administrative & organizational skills; initiative; openness to new ideas)	1. The dept. chair has to be prodded to get moving, but once in motion is a whiz	1. Make sure the chair gets moving when he should
	2. The Board is conservative - any recommendations stemming from the evaluation can't be too innovative	2. Ask the evaluator to provide information on any other school districts using a program similar to those which may be recommended
	3. The students want a major change and new approaches	3. Hold inservice sessions on ways to "renew" one's teaching - make retooling seem like a positive action
	4. The older staff don't want to have to retool their teaching materials and/or styles	4.
	5.	5.

IV. OPERATIONALIZING THE INTERACTIVE PROCESS: FACTOR CLUSTER C

Organizing For Evaluation Use

Worksheet C1

Evaluation Topic:

Factor Cluster C:

Evaluation procedures—execution	
Substance of evaluation information	
Evaluator commitment to use	→→→→→→→→→→
Information dialogue—formative	
User information processing preferences	

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-1. Evaluation procedures—execution (methods to be used; dealing with mandated tasks)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet C2

Evaluation Topic:

Factor Cluster C:

- Evaluation procedures—execution
- **Substance of evaluation information** →→→→→→→→→→
- Evaluator commitment to use
- Information dialogue—formative
- User information processing preferences

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-2. Substance of evaluation information (specific information selected; information relevance to audience)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet C3

Evaluation Topic:

Factor Cluster C:

Evaluation procedures—execution
Substance of evaluation information
Evaluator commitment to use →→→→→→→→→→
Information dialogue—formative
User information processing preferences

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-3. Evaluator commitment to use	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet C4

Evaluation Topic:

Factor Cluster C:

Evaluation procedures — execution
Substance of evaluation information
Evaluator commitment to use
Information dialogue — formative
User information processing preferences

→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	**Relevant Information:**	**Things I Can Do To Influence Use:**
C-4. Information dialogue — formative (amount & quality of interaction between evaluator and user(s))	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet C5

Evaluation Topic:

Factor Cluster C:

- Evaluation procedures—execution
- Substance of evaluation information
- Evaluator commitment to use →→→→→→→→→→
- Information dialogue—formative
- **User information processing preferences**

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-5. User information processing preferences	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

CHAPTER IV

OPERATIONALIZING THE INTERACTIVE PROCESS: FACTOR CLUSTER C

We've come to a transition point in our organizing for evaluation use. Chapters II and II, on Factor Cluster. A and B, refer mainly to the planning stage of the evaluation, to those activities that are carried out prior to the actual conduct of the evaluation. This chapter and the next deal mainly with conducting and reporting the evaluation itself. Now you must begin to consider the period when the evaluation processes actually take place. Prior to this point you were anticipating future actions; the time for carrying out these actions is now upon you. Here is where you'll put into practice the steps you've planned, guided by the discussion of Factor Cluster A and B. If you've done your planning job well, then the evaluation should proceed smoothly; if not, it's still not too late to make some mid-course adjustments.

The activities suggested as you master the content of Factor Cluster C will, to a large extent, determine the evaluation information available for use. Thus, the questions of what that information actually comprises and of how it gets transmitted to potential users become increasingly important to the issue of evaluation use.

Now that you've had a brief preview of things to come, let's examine Factor Cluster C itself, reproduced below:
(insert Factor Cluster C)

You will note that it is made up of five individual factors, each separated for our consideration by a solid line. As we've said before, though treated separately for the sake of convenience, the factors in each pattern are highly interactive, and this is particularly true of Factor Cluster C.

Thus, in thinking about your project's evaluation, you may find it somewhat difficult to isolate each of these factors. The discussion that follows will point out some of these areas of interrelationship.

(Insert Diagram 10)

The first factor, termed "Execution of evaluation procedures," can be regarded as the organizing element for Factor Cluster C, in the sense that all other activities and interactions necessarily and logically flow from the carrying out of the evaluation's processes. To focus your thinking so that you can fill out Worksheet C1, however, we will ask you to view this factor as involving a set of fairly mechanical tasks: for example, we would include in this element such tasks as establishing a data collection schedule and adhering to it; taking steps to satisfy the information requirements of external agencies, setting specific meetings or other events at which the evaluator must be present, and the like. Each evaluation entails its own particular set of such tasks, and no two evaluations will be alike in this respect.

We ask you now to think of your own project's evaluation plan and to identify, in the second column of Worksheet C1, that set of tasks required by the evaluation. A further word is perhaps necessary before you begin to write: it may be that the evaluation of your project is already in progress and thus you will have no particular difficulty in filling out Worksheet C1. If so, then go ahead and begin this task now. If, on the other hand, you have had little experience with evaluations or if your project's evaluation has not yet begun, then you might want to read the next two paragraphs before filling out the worksheet.

Those of you who are inexperienced in evaluation or whose evaluation is not yet under way may want to deal with Worksheet C1 (at the beginning of this chapter) in a slightly different way than that described above. It would probably be more helpful if you used this worksheet to identify some key tasks that should be taken care of at some later, more appropriate, time. Use the space on the worksheet to "flag" these matters for your future attention. In your case, it would be all right not to have a great deal of information recorded on Worksheet C1. (By way of illustration, look at the way we've filled out Figure 20.)

For example, let's suppose that you have administrative responsibility for a new project and that the evaluator has yet to be hired. At this point, you could use Worksheet C1 to note any evaluation procedures already determined by prior evaluation bounds or constraints (e.g., if a specific measure is to be administered, what arrangements must be made? If particular groups or individuals are to be surveyed or interviewed, what schedule should be followed?) or any questions you may have about evaluation procedures (e.g., what are the pitfalls to be avoided in carrying out a survey? Are there any special arrangements which must be made in order to administer a particular measure or carry out other data-gathering activities?). These notes will serve as reminders to you later on.

(Insert Figure 20)

Please observe that in the Appendix to this workbook, we have provided a second set of blank worksheets for this chapter. The first of these is labeled "Worksheet C1A". When the time is right--that is, when the evaluation of your project has progressed to this point--you should go back to the worksheet and fill it out completely.

If you have not already done so, please complete Worksheet C1 now before going on to the next section.

(Insert Diagram 11)

The second element of Factor Cluster C is termed "Substance of evaluation information." As your evaluation procedures are implemented, evaluation information will be produced. Most of this information should be on target; i.e., information pertaining to the evaluation topic(s) which you and your users have previously identified. Occasionally, however, an evaluation procedure will produce information not related to the questions under consideration. You will then have to consult with both the evaluator and the users to determine whether this information does indeed have some relevance or interest, or whether it should be omitted from the totality of information to be communicated as part of the evaluation findings.

Another aspect of this factor concerns the deliberate targeting of information toward specified users. Not all potential users are equally interested in all the evaluation topics. Part of the task in organizing for use is to match as closely as possible information to user. Your evaluator may need your expert guidance in this area.

Let's look at an example of how this works. Imagine that you are the commanding officer of an infantry battalion which is providing training for long-range reconnaissance patrols. You have identified your potential users as the superior officers, the officers who command the training companies, the non-commissioned officers (NCOs) who lead the training patrols, and the soldiers in these patrols. The superior officers will be interested in information pertaining to the full range of evaluation concerns (e.g., the effectiveness of the training provided to enlisted personnel, their performance in the field, the performance of their superior officers and NCOs.) The company commanders will be interested in how their companies stack up against other companies; the NCOs will be interested in how their units compare with other units in the company; and the soldiers themselves will be interested mainly in their own individual performances. In these circumstances, your evaluator needs to know which group should get which evaluation data: that is, to target specific information to the specific audience interested in that information. Information which is not pertinent to a particular user, is likely to go unused -- a situation you should be doing your utmost to avoid. Moreover, if the relevant information is buried in a mass of irrelevant (to a particular user) information, it may be overlooked and thus will stand no chance of being translated into action. The individual user's attention must be carefully focused on, or directed to, the information that is relevant to him/her.

Now, consider your own project, and the users you have identified (not forgetting, of course, yourself). What should be the focus of information to be received by each of these parties? What information should be emphasized for a particular user? What information is not likely to be relevant to answering a particular user's questions or concerns about the project?

When you have sufficiently analyzed the needs of your users for targeted information, turn to Worksheet C2 and fill out the second column, "RELEVANT INFORMATION." If, again, your evaluation is not yet in progress, you may choose to fill out the worksheet in terms of what you know now and to defer filling out the complete worksheet (labeled C2A in the Appendix) until a later time, when your evaluator is just about to enter the main phase of the evaluation. We have filled out a sample form in Figure 21.

(Insert Figure 21)

As you turn your attention to the third column of Worksheet C2, "THINGS I CAN DO TO INFLUENCE USE," you may feel that any actions you can take in this sphere are limited. Generally speaking, the evaluator should take charge of this aspect of the evaluation. He/she is assumed to have a certain expertise in these matters, and you certainly shouldn't have to do both your own job and the evaluator's if you can avoid it. Sometimes, however, due to circumstances beyond your control, the evaluator may not be able to perform this function satisfactorily. In such cases, it will be up to you to make sure that the right information gets to the right user. If you do not know yet who your evaluator is to be or just how the evaluation is to be conducted, you may not be able to fill in this column now. As we have said before, it is all right to leave blank columns where you lack sufficient information. Remember that the object of this exercise is to help you in your thinking about and planning for evaluation use. And we want you to fill out these worksheets with your own project evaluation in mind.

(Insert Diagram 12)

As we indicated above, the evaluator's attitude toward obtaining and communicating appropriate information to users is important in promoting evaluation use. Thus, the next factor in Factor Cluster C is, again, the evaluator's commitment to use, which was initially discussed as part of Factor Cluster B (refer to p.   to freshen your memory). We bring it up again here to emphasize how crucial this factor is to evaluation use -- and also to demonstrate how vital it is in operationalizing the interactive portion of the evaluation process. If your evaluator is committed to evaluation use, he or she will need only minimal assistance in selecting on-target information and communicating that information to users. If, however, the evaluator is less than deeply committed to this goal, you may have to push from behind. At this point, you should be taking stock of how things are going (or how things look like they will be going), based on your present knowledge of the evaluator's operating style.

This factor in Factor Cluster C allows for mid-course correction, if needed. You may have had high hopes for your evaluator when he/she was first hired. Have these first impressions panned out? If not, what can you do to facilitate the process of information handling? When you feel you have sufficiently considered your evaluator's attitude toward use and current performance on the job, then fill out the second column of Worksheet C3, as we have done in Figure 22. If, however, your evaluation is not yet under way, then you may want to wait until later to fill out this worksheet. If you do decide to wait, don't forget you will need to return to this point after the evaluation gets under way. You've already invested considerable time and energy in this workbook, and you shouldn't settle for anything less than the maximum possible benefit you can get from it.

(Insert Figure 22)

Now, if you've gone ahead and filled out part of Worksheet C3, ask yourself if there is anything you either need or want to do do further the evaluation process or increase the likelihood of evaluation use. Even in the happy event that your evaluator is functioning well, maybe you see something that could be done to make things go even better, something which did not occur to you earlier when you filled out the Factor Cluster B worksheets. If so, write that information now in the third column of Worksheet C3, "THINGS I CAN DO TO IMPROVE USE."

(Insert Diagram 13)

At this point in your thinking, you are probably beginning to see the interrelated nature of the components of Factor Cluster C. The evaluator's approach to carrying out the evaluation tasks, the type and amount of information he/she selects and targets to particular users, and his/her attitude toward evaluation use are closely interdependent. In fact, these factors, in combination, often determine the fourth factor in this cluster, labeled "Formative information dialogue." Let's clarify what we mean by these terms.

"Formative" evaluation usually takes place in the early years of a project's operation, when it is still in a developmental stage (i.e., before it has become "fixed" and no further modifications are possible or permitted) and is intended to provide information which can lead to project improvements. It assumes that decisionmakers will use the evaluation information when considering what changes, if any, to make in the project being evaluated. (The other major category of project evaluation is called "summative evaluation", and will be discussed in Chapter V).

The term "information dialogue" refers to the give-and-take between the evaluator, yourself, and other potential users during the early, developmental phases of project operation. Such exchanges can be formal (as in a scheduled meeting) or informal (as in a brief hallway encounter) and can take a broad range of forms: written reports, telephone calls, requests for clarification, the sharing of a draft before it is finalized, a discussion of evaluation progress over lunch. These kinds of interactions, whether formal or information, can be initiated by the users as well as by the evaluator.

Such dialogue can vary in both quantity (the number of such interactions, their length, etc.) and quality (the appropriateness of the information, the interpersonal communication skills of the participants, etc.) Both the substance of the information and the nature of the interaction should be of appropriate quality. For example, a high-quality interation might be a discussion between the evaluator and yourself which explores how the evaluation is going and what its ultimate findings might look like. Or the evaluator might spend some time with the project administrator analyzing interim findings.

interpreting their meaning, and discussing possible recommendations for the final report.

Only you can decide what constitutes the best mode of dialogue and interaction with respect to your project, your evaluator, yourself, and other potential users. You should take some time to discuss this issue with your evaluator as soon as the evaluation plan is operationalized, if you haven't already done so before that time. Remember, too, that the goal of a formative information dialogue is two-fold: first, to provide information which will be relevant to users' concerns and questions about the program at a stage where changes can still be made; and second, to reinforce the developing relationship between a caring, committed evaluator and a caring and committed set of evaluation users.

With these goals in mind, turn now to Worksheet C4. If your evaluator is already hired and the evaluation is in progress, you should have no difficulty filling out the "RELEVANT INFORMATION" column now. But again, if your evaluator has not started work, then you might want to use this worksheet instead to jot down your initial thoughts about the types of interactions most suitable for imparting evaluation information to your potential users. In this event, don't forget later to go back to the Appendix and fill out Worksheet C4A as the actual evaluation process unfolds. The completed sample worksheet is in Figure 23.

(Insert Figure 23)

After you have filled out the second column, consider whether you need to intervene in the types of interactions that have been occurring. Perhaps only informal exchanges have taken place to this point, and you see a need for some additional structure. Perhaps there have been structured sessions but they have not addressed the more significant evaluation questions. Perhaps the users need more exposure to the evaluator; you may want to arrange a working lunch or some other informal event. Perhaps you want to impose more structure on the dialogue by requiring that any written materials go through your office prior to release. Obviously, no two evaluation situations will entail the same formative evaluation dialogue, and we do not want to limit your ideas on this point. Once you've reviewed your own needs and desires, continue on to fill out the third column in Worksheet C4, "THINGS I CAN DO TO INFLUENCE USE." If your evaluation is not yet under way, use this column to list any particular strictures on dialogue and communication that you wish to impose, given your particular constellation of program factors.

(Insert Diagram 14)

Next we turn our attention to the final factor in Factor Cluster C, "User information processing preferences." As we have already indicated, information should be targeted to individual users or groups of users. Here, we are suggesting that the information should be presented in a format which is acceptable to those users. What do we mean by an acceptable format? Each of us, as individuals, has a preferred way of dealing with and processing incoming information. Some of us are visually oriented, others are auditorily oriented, and still others respond best to a combination of both visual and auditory stimuli. Some of us comprehend numbers more quickly than words, though for most people the opposite is true. In addition, people have preferences for different styles of interaction. Some are more formal and rank-conscious, especially within an organizational setting, while others do not stand on ceremony regardless of the context of the information presentation. When planning and carrying out the evaluation's interactive process, you and your evaluator need to be conscious of these individual preferences.

For example, suppose that you are operating within an organization which is rather rank-conscious. In this case, your users will probably prefer a formal report, delivered by the evaluator him/herself, over an informal report, delivered in a hallway by a junior participant in the evaluation process. Similarly, if some sort of board or committee is to be involved in a formal reporting situation, your purposes will probably best be served if you adopt a variety of techniques: for instance, an oral presentation, accompanied by visual aids such as charts and graphs. The point is that there should be a match between users' preferences for a given format or mode of presentation, and the way in which evaluation information is "packaged." The results of a basically sound and use-oriented evaluation can wind up being discredited or disregarded if the findings are not presented in a manner consonant with user preferences as to information-processing preferences.

Take a moment now to reflect upon what you know about the information processing preferences of the various potential users and groups of users (don't forget to include yourself). Then go on to fill out Worksheet C5. As you are filling out column 3, "THINGS I CAN DO TO INFLUENCE USE," note that while you can probably do nothing to change a given person's preferred information-processing style, you can certainly take steps to see that the format in which the evaluation information is presented to that person is appropriate to that style. You can probably complete Worksheet C5 even if your evaluation is not yet under way, since you have already identified the potential users back on Worksheet A2. You'll find our completed sample worksheet in Figure 24.

(Insert Figure 24)

RECAP: Well, by now you are probably in the thick of things. The evaluation is under way, information is being collected, processed, and communicated to specific users or user groups. We have labeled Factor Cluster C an "interactive process" for good reason. Each of the factors we've identified and discussed is closely related to all the others. After all, you can't carry out evaluation procedures without generating information; you can't collection information without specific content; you can't target this information without a knowledge of the users who need or want it; and you can't present this information effectively without knowing how the users prefer to receive it. Finally, you can't guide the overall process of information dialogue and exchange without knowing how the participants feel about the forms and modes this interaction should take.

You may find that your evaluation remains at the stage outlined in Factor Cluster C for some time. Not all evaluations are accomplished within a brief time span. If that's the case, you may want to go back periodically and revise the worksheets you've filled out for this chapter of the workbook. Your thoughts on evaluation processes may change substantially as the evaluation evolves. That's why we've provided a duplicate set of worksheets in the Appendix.

Factor Cluster C is marked with a right arrow at its conclusion, pointing us on to the final factor cluster. When you are ready, turn to Chapter V and Factor Cluster D.

Figure 20

Organizing For Evaluation Use

Worksheet C1

Evaluation Topic: Social Studies curriculum

Factor Cluster C:

- **Evaluation procedures—execution**
- Substance of evaluation information
- Evaluator commitment to use →→→→→→→→→→
- Information dialogue—formative
- User information processing preferences

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-1. Evaluation procedures—execution (methods to be used; dealing with mandated tasks)	1. Evaluator needs to do content analysis of present curriculum and those under consideration	1.
	2. Evaluator needs to do cost analysis of new curricula	2.
	3. Maybe we should conduct a student survey as part of the evaluation?	3.
	4. Maybe we should conduct a parent survey as part of the evaluation?	4.
	5.	5.

Organizing For Evaluation Use

Worksheet C2

Figure 21

Evaluation Topic: Social Studies curriculum

Factor Cluster C:

- Evaluation procedures—execution
- **Substance of evaluation information** →→→→→→→→→→
- Evaluator commitment to use
- Information dialogue—formative
- User information processing preferences

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-2. Substance of evaluation information (specific information selected; information relevance to audience)	1. The Board wants only bottom-line information (recommendations, reasons + costs)	1. Check the evaluator's reporting plans
	2. The dept. is interested in process data as well	2.
	3. Students want SAT-related information	3.
	4. Parents want content and SAT-related data, not process data	4.
	5.	5.

Figure 22

Organizing For Evaluation Use

Worksheet C3

Evaluation Topic: Social Studies curriculum

Factor Cluster C:

Evaluation procedures—execution
Substance of evaluation information
Evaluator commitment to use → → → → → → → → → →
Information dialogue—formative
User information processing preferences

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-3. Evaluator commitment to use	1. Our evaluator is still top notch - we're still lucky in that respect	1. Reassure the evaluator that the evaluation work is very important
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Figure 23

Organizing For Evaluation Use

Worksheet C4

Evaluation Topic: Social Studies curriculum

Factor Cluster C:

- Evaluation procedures—execution
- Substance of evaluation information
- Evaluator commitment to use
- **Information dialogue—formative**
- User information processing preferences

→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-4. Information dialogue—formative (amount & quality of interaction between evaluator and user(s))	1. The evaluator has an easy, informal style. He's comfortable with catching people as he can for brief conversations	1. Have the evaluator check any written, materials with me before distribution
	2. The evaluator is willing to listen to suggestions from us users	2. Set up a schedule of meetings with the dept. for progress reports from the evaluator
	3.	3. Send the Board an interim progress report on the evaluation
	4.	4. Set up a parents meeting also for a progress report on the evaluation
	5.	5.

Figure 24

Organizing For Evaluation Use

Worksheet C5

Evaluation Topic: Social Studies curriculum

Factor Cluster C:

- Evaluation procedures—execution
- Substance of evaluation information
- Evaluator commitment to use
- Information dialogue—formative
- **User information processing preferences**

→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-5. User information processing preferences	1. The Board likes visual displays to look at during formal presentations	1. Make sure I communicate this to the evaluator!
	2. The Board should be dealt with only at formal meeting sessions	2. Review the evaluator's material prior to any public presentation
	3. The Social Studies dept. wants verbal reports backed by written narrative. They don't care about charts and statistics	3.
	4. I want verbal progress reports	4.
	5. Community/parent presentations should be oral, with lots of graphics + visual displays	5.

V. ADDING THE FINISHING TOUCHES: FACTOR CLUSTER D

Organizing For Evaluation Use

Worksheet D1

Evaluation Topic:

Factor Cluster D:

Evaluation reporting
Evaluator characteristics (selected)
Information dialogue—summative
User commitment to use

→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
D-1. Evaluation reporting (frequency; timing; format of report; statistical/narrative data; format of presentation)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet D2

Evaluation Topic:

Factor Cluster D:

Evaluation reporting
Evaluator characteristics (selected) →→→→→→→→→→→→
Information dialogue—summative
User commitment to use

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	**Relevant Information:**	**Things I Can Do To Influence Use:**
D-2. Evaluator characteristics (selected) (commitment to use; political sensitivity)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet D3

Evaluation Topic:

Factor Cluster D:

Evaluation reporting
Evaluator characteristics (selected)
Information dialogue—summative
User commitment to use

→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
D-3. Information dialogue—summative (amount, type and quality of interaction between evaluator and user(s))	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet D4

Evaluation Topic:

Factor Cluster D:

Evaluation reporting
Evaluator characteristics (selected)
Information dialogue—summative
User commitment to use

→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
D-4. User commitment to use	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

CHAPTER V

ADDING THE FINISHING TOUCHES: FACTOR CLUSTER D

Factor Cluster D, the last of the factor clusters, represents the final phase in maximizing the potential for evaluation use. This factor cluster belongs to that point in the evaluation process where most (if not all) of the information has been collected. In the earlier phases, you considered those characteristics of the system and of users that might make a difference in evaluation impact. We trust that your evaluation has benefited from the steps you have taken on the basis of these considerations and that your project has benefited from the evaluation process itself and from any mid-course corrections made on the basis of informal formative evaluation data. Now, in Factor Cluster D, the fruits of the evaluation process are displayed for all to see and to comment upon.

Of course, there is still work to be done. Once all the information is available, it must still be communicated effectively to the right people, presumably the identified users. The users must live up to their designation and actually use the information in some meaningful way. As you might expect from this brief rationale, the components of Factor Cluster D are more heavily weighted toward human factors once again. After all, people are the users of any evaluation. They determine for themselves whether it will be put to action use, conceptual use, or both (to recall our discussion in Chapter I). Of course, you will have done your best throughout the course of the evaluation to influence the outcome in favor of the use which you feel to be most appropriate. But we are getting a bit ahead of ourselves. Let's go back and examine the factors that make up this final cluster.

(Insert Factor Cluster D)

Each of the four factors in Factor Cluster D is important to making use happen. We will consider each of them in turn.

(Insert Diagram 15)

The first of the four factors, "Evaluation reporting," refers to any and all methods of communicating findings to users: a written report, an oral presentation, an informal staff session with the evaluator, and any other form of interchange whose objective is to communicate evaluation findings. Any formal constraints which you or some agency may have previously imposed on the evaluator should also be considered here. Think back to our earlier example of the bilingual project director (Chapter II). This administrator specified in the evaluator's contract that a special report directed to the School Board was to be produced, regardless of any other method used to communicate evaluation findings. This is one example of a formal constraint on the evaluation reporting process.

The term as used here, however, refers mainly to the end-of-evaluation reporting situation. In our earlier discussion of the ongoing dialogue between evaluator and users, we refrained from using the term "reporting" precisely because we wanted to reserve the term for the final factor pattern. The elements to be considered in connection with this factor are: the frequency of reporting, the timing of the report(s), the format of the report(s), and the format of the reporting presentation(s).

Let's define these terms a bit more narrowly. We have already come out in favor of ongoing dialogue between evaluator and users as a major determinant of evaluation use. Similarly, the frequency with which evaluation findings are communicated contributes to the credibility of the evaluator, the credibility of the findings, and the potential for obtaining information which is responsive to users' needs.

The timing of an evaluation report, be it in written or oral form, can also be crucial to evaluation use. Obviously, a report which does not come out until after a project decision deadline has passed cannot contribute to that decision. Nor can a report which comes out before a deadline but which does not contain information relevant to decisionmakers be regarded as useful. Well-timed reports during the course of an evaluation can, however, be useful in two ways: they can provide partial answers to user questions, and they can arouse user anticipation for additional evaluation information. Obviously, then, interim reports go a long way toward fostering evaluation use and enhancing the evaluator's credibility en route to the final report.

The format of a report can also affect its credibility, and hence its potential for use. Here, we are referring mainly to written reports. The organization of the report, the balance between statistical data and narrative, the use of visuals or other such devices, and the style (including use of jargon) can affect a reader's perception of the information contained in a report. Common sense dictates a match between the format of a written report and the preferred information processing style of the intended recipients, i.e., the users.

The final component of the evaluation reporting factor is the format of any oral presentation of the findings. The mode of presentation (e.g., should the presenter read his speech from a manuscript or speak extemporaneously from notes?), the use of visual aids (e.g., should the speaker use graphs and charts?) should these be passed out to the audience, or should overhead projections be used?), and the size and involvement of the audience (e.g., should the speaker take questions from the floor? during the presentation or only at the end?) may all affect the audience's reaction to, and potential use of, the information presented.

Now that you have some idea of the importance of evaluation reporting, consider where your own project evaluation stands. Has there been a satisfactory match in the style of previous interchanges between the evaluator and yourself, as well as with the other users? Have you received any interim written reports from the evaluator? If so, how do they strike you? Has the evaluator made any oral presentations to a user audience? If so, how did they go over? Are there any special reporting needs to which the evaluator should pay special attention? Do you need to intervene in the process?

When you have sufficiently analyzed your present evaluation situation, go on to fill out Worksheet D1. In the event that your project evaluation is not yet under way or has not yet reached this stage, use this worksheet to note any relevant information in terms of reporting needs. Don't forget to go back later and redo Worksheet D1A when your project evaluation has progressed to that point.

If you need to, refer to our completed sample worksheet in Figure 25 below:

(Insert Figure 25)

Why not fill out Worksheet D1 now?

(Insert Diagram 16)

You'll remember that, because of their importance, some factors are included in more than one factor cluster. Such is the case with the second component of Factor Cluster D, which was first discussed as part of Factor Cluster B: the evaluator's commitment to use and political sensitivity. (Both were considered under the general rubric of "Evaluator characteristics"). Let's take a moment to refresh your memory about these elements.

Your evaluator must have a sincere commitment to use if the whole process is to function optimally. Failing such a commitment from your evaluator, it behooves you to take an extremely active role in promoting evaluation use. Now that the final stage of the evaluation process has been reached, efforts to encourage potential users to avail themselves of the evaluation information -- produced at such expenditure of time and energy -- cannot slacken.

In addition, the evaluator must understand the political environment in which the evaluation is taking place so that the recommendations in the final report are feasible, practical, and consonant with the goals and resources of your organization. Common sense should tell you that recommendations that do not lie within the capabilities of your organization do not stand much change of being implemented. Moreover, such recommendations reflect negatively on the evaluator's credibility, and, by extension, on the credibility of the evaluation findings themselves (and perhaps on your credibility as well). Clearly this situation should be avoided, and the way to avoid it is by doing precisely what we hope you have been doing all along -- taking the time, the care, and the energy to supervise and shepherd the evaluation right from its inception.

Reflect back now on your evaluator's commitment to use and on his/her political sensitivity. What are the prospects for having suitable recommendations developed for the final report? If you foresee difficulties, do you need to intervene to straighten things out? Go on now and list your thoughts on Worksheet D1, as we have done below.

(Insert Figure 26)

Again, if your project evaluation is not yet under way, or has not yet reached this point in its progress, use this worksheet to note any concerns you may have regarding this factor. We've provided Worksheet D2A in the Appendix for your subsequent use at the appropriate later time.

(Insert Diagram 17)

The third factor in Factor Cluster D is, once again, a repeat of a previously discussed factor, but with a new twist: "Summative information dialogue." Earlier, in Chapter IV, we talked about "Formative information dialogue" as a component of Factor Cluster C, defining a formative evaluation as one which takes place when a project is still developing and which is intended to produce information that will be used for project improvements. A "formative information dialogue," then, is the interchange (between evaluators and users, including yourself) that takes place at that stage of an evaluation when things are still fairly fluid: i.e., the evaluation is going on, and changes can still be made in the project and its operations.

In the professional literature, the term "summative evaluation" is usually applied to an evaluation that takes place when a project is drawing to a close, or at least when it has fully stabilized. For purposes of this discussion, we are using the term in a slightly different sense. We do not believe that projects ever become completely stabilized. Nor do we want to imply that projects must forever remain exactly as they were at the time of a summative evaluation report. Indeed, such situations are antithetical to evaluation use, which implies that projects will continue to benefit from evaluation information.

As we view it, then, a summative evaluation dialogue commonly takes place at a specified time, such as once a year or every two years after the beginning of a project. Its major purpose is not so much project improvement (though that indeed may be one result of a summative evaluation report) as it is a summary and review of the project's major features and accomplishments during the time period covered. It focuses on the broad picture rather than on details, on aggregate data from a multiplicity of sources rather than on data about an individual project element which may need modification or improvement. (By way of contrast, formative evaluation dialogue tends to focus on details, on data about specific project elements.)

Just as we now recognize the importance of the formative information dialogue, so too we need to recognize the importance of the summative information dialogue. It represents the summit of the evaluation process: procedures have been planned, data have been collected and analyzed, and the information is ready to be communicated directly to those who need or want it the most. Making sure that such a dialogue occurs between the evaluator, yourself as responsible administrator, and those users is a crucial phase of evaluation use.

You can probably think back to some report or other which arrived on your desk, sat for some time, and was finally filed somewhere. (Now where did you put it? On your bookshelf? In the desk drawer? Or...?) Surely, you don't want this to happen to your evaluation! You have already taken one step toward preventing this unfortunate waste by checking on the match between the style and format of the evaluation report and the preferred information processing styles of the users. Another step you can take to avoid a situation where the evaluation fails to gain a serious hearing and where the report is filed away or hopelessly lost is to ensure that an on-going dialogue between evaluator and users occurs both during the evaluation process and at its natural conclusion.

You may find that you want to take an even more active role with respect to this factor, particularly if your organization is fairly formal and conventional. Since you are the responsible administrator (even though your evaluator may have done most of the evaluation work), you may want to help the evaluator select the timing and the method of presenting the findings (not select what findings will be presented) for the summative (or should we say "summation") evaluation report. Only you can decide whether such an action is necessary at this point.

We think that you are now ready to fill out Worksheet D3. We've gone ahead and completed the sample worksheet for you (Figure 27).

(Insert Figure 27)

If your evaluation is currently in progress, then you may or may not be ready to deal with this final stage in the evaluation process. If not, then join those readers whose evaluations have not yet begun or have not progressed to this point and use this worksheet to note any concerns you may have as to how the summative evaluation dialogue can most profitably take place within the context of your project. We have provided an additional worksheet, labeled D3A, for your use when the time becomes appropriate.

(Insert Diagram 18)

At last! We've come to the last factor in the last factor cluster, and again, it's one with which you are familiar: "User commitment to use," which was first discussed as a component of Factor Cluster B. Just think of where you are now, and how far we've come: Your evaluation has been planned, carried out, and reported directly to those whom you've identified as users of the evaluation. So what's left? Why, the ultimate criterion: What actually happens to this information, to the evaluation findings? The ideal situation -- the one which we've been aiming for -- is to have this information heard and considered seriously by the intended users. (This does not mean that the evaluator's recommendations must necessarily be agreed with or otherwise implemented.) Unless these users are committed to this course of action, then evaluation "use" will probably not take place. Again, take a moment to review how the potential users stand on this issue. Do you still need to do some convincing? Or, because of your careful attention to earlier stages of the evaluation process, are they eagerly awaiting their next contact with the evaluator? Do they now believe strongly enough in the evaluation that they are willing to consider its findings carefully and to base future decisions on these findings? We certainly hope this is the case. This is your last chance to influence the outcome of the evaluation, so make sure that you use this opportunity effectively.

Worksheet D4 deals with this element. It is likely, however, that you are not now in a position to complete the worksheet as you read this workbook for the first time. It's all right for you to wait until a more appropriate time time to complete Worksheet D4. Use the worksheet to jot down some preliminary thoughts on this issue. We've also provided an additional Appendix worksheet labeled "D4A," so that you can go back and do a more thorough job later on. We've gone ahead, however, and completed the sample worksheet (Figure 28).

(Insert Figure 28)

Epilogue

You may be someone who is *not* currently participating in an evaluation. Perhaps you have read this workbook simply to increase your understanding of evaluation. If this is the case, you may also benefit from the preceding discussion. We urge you to reflect on the factor clusters and consider how they might apply in situations you have encountered in the past. Consider also what you might do in the future to make yourself more effective as a project administrator in organizing for evaluation use.

Or perhaps you are not an administrator at all. Perhaps you are an *evaluator*, reading this book to see what kinds of actions administrators may take in organizing *your* evaluation. We hope that the material presented in this book has forced you to take a fresh look at the whole evaluation enterprise, that it has given you some new ideas about how to perform evaluations that will make a difference. You will find that it is very gratifying to know that your evaluation efforts will have some payoff, that they will amount to more than a report gathering dust on a bookshelf.

To those *researchers* or evaluation theorists who picked up this book out of curiosity, we can say that we hope you have not been put off by the absence of technical language and of the scholarly apparatus of footnotes. We hope that you have found some ideas here that will inspire and inform your own future work.

Finally, to those of you who are our primary audience, *administrators* who are presently or will soon be involved in organizing an evaluation, we want to encourage you in applying your own increased capacity for presiding over a meaningful, *useful* evaluation. We hope that your new skills and insights into the processes of evaluation will continue to serve you throughout your administrative career.

Figure 25

Organizing For Evaluation Use

Worksheet D1

Evaluation Topic: Social Studies curriculum

Factor Cluster D:

Evaluation reporting
Evaluator characteristics (selected)
Information dialogue—summative
User commitment to use

→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
D-1. Evaluation reporting (frequency; timing; format of report; statistical/narrative data; format of presentation)	1. I want a monthly update on all evaluation activities (in writing)	1. Draw up a schedule for reporting events (including previews of drafts)
	2. The Board should receive one interim report midway and a final written report with recommendations	2. Make sure the evaluator understands the reporting requirements and formats
	3. There should be a formal presentation to the Board (this meeting will include interested community members	3.
	4. The Social Studies dept. and I should review the final report draft prior to public release	4.
	5. The report should be in non-technical language	5.

Figure 26

Organizing For Evaluation Use

Worksheet D2

Evaluation Topic: Social Studies curriculum

Factor Cluster D:

- Evaluation reporting
- **Evaluator characteristics (selected)** →→→→→→→→→→→→
- Information dialogue—summative
- User commitment to use

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	**Relevant Information:**	**Things I Can Do To Influence Use:**
D-2. Evaluator characteristics (selected) (commitment to use; political sensitivity)	1. Our evaluator is committed to use, but is unknown to our Social Studies dept.	1. Make sure I explain the political realities to the evaluator
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Figure. 27

Worksheet D3

Evaluation Topic: Social Studies curriculum

Factor Cluster D:

Evaluation reporting
Evaluator characteristics (selected)
Information dialogue—summative
User commitment to use

→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
D-3. Information dialogue—summative (amount, type and quality of interaction between evaluator and user(s))	1. I want the presentation to the Board to be first-rate - pull out all the stops!	1. Make sure the evaluator is well-prepared and rehearsed ahead of time - check for visuals, etc.
	2. All users should be informed of the findings	2. Check that the evaluator has plans for communicating with all other identified users besides the Board. Review these plans with the evaluator
	3. I want to see all written reports prior to public dissemination	3. Make sure the evaluator knows to check draft reports with me first
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet D4

Figure 28

Evaluation Topic: Social Studies curriculum

Factor Cluster D:

- Evaluation reporting
- Evaluator characteristics (selected)
- Information dialogue—summative
- **User commitment to use**

→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
D-4. User commitment to use	1. A decision has to be made by (date).	1. Have a plan for following through on the evaluator's recommendations
	2.	2. Make sure that the decisionmakers understand the ramifications of the possible choices open to them, as presented by the evaluator
	3.	3. Make sure I've made a choice for myself after considering the evaluation findings
	4.	4.
	5.	5.

VI. APPENDIX

Organizing For Evaluation Use

Worksheet C1A

Evaluation Topic:

Factor Cluster C:

Evaluation procedures—execution
Substance of evaluation information
Evaluator commitment to use →→→→→→→→→→
Information dialogue—formative
User information processing preferences

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-1. Evaluation procedures—execution (methods to be used; dealing with mandated tasks)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet C2A

Evaluation Topic:

Factor Cluster C:

- Evaluation procedures—execution
- **Substance of evaluation information**
- Evaluator commitment to use →→→→→→→→→→
- Information dialogue—formative
- User information processing preferences

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-2. Substance of evaluation information (specific information selected; information relevance to audience)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet C3A

Evaluation Topic:

Factor Cluster C:

Evaluation procedures—execution
Substance of evaluation information
Evaluator commitment to use →→→→→→→→→→
Information dialogue—formative
User information processing preferences

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-3. Evaluator commitment to use	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet C4A

Evaluation Topic:

Factor Cluster C:

- Evaluation procedures—execution
- Substance of evaluation information
- Evaluator commitment to use →→→→→→→→→→
- **Information dialogue—formative**
- User information processing preferences

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	**Relevant Information:**	**Things I Can Do To Influence Use:**
C-4. Information dialogue—formative (amount & quality of interaction between evaluator and user(s))	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet C5A

Evaluation Topic:

Factor Cluster C:

Evaluation procedures—execution
Substance of evaluation information
Evaluator commitment to use →→→→→→→→→→
Information dialogue—formative
User information processing preferences

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
C-5. User information processing preferences	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet D1A

Evaluation Topic:

Factor Cluster D:

Evaluation reporting
Evaluator characteristics (selected) →→→→→→→→→→→→
Information dialogue—summative
User commitment to use

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
D-1. Evaluation reporting (frequency; timing; format of report; statistical/narrative data; format of presentation)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet D2A

Evaluation Topic:

Factor Cluster D:

Evaluation reporting
Evaluator characteristics (selected) →→→→→→→→→→→→
Information dialogue—summative
User commitment to use

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
D-2. Evaluator characteristics (selected) (commitment to use; political sensitivity)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet D3A

Evaluation Topic:

Factor Cluster D:

- Evaluation reporting
- Evaluator characteristics (selected)
- **Information dialogue—summative**
- User commitment to use

→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	Relevant Information:	Things I Can Do To Influence Use:
D-3. Information dialogue—summative (amount, type and quality of interaction between evaluator and user(s))	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Organizing For Evaluation Use

Worksheet D4A

Evaluation Topic:

Factor Cluster D:

Evaluation reporting
Evaluator characteristics (selected)
Information dialogue—summative
User commitment to use

→→→→→→→→→→→→

With respect to my own program and the above topic, I need to keep the following in mind:

Factor Affecting Use:	**Relevant Information:**	**Things I Can Do To Influence Use:**
D-4. User commitment to use	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.